

Instructions for Required Reports

*This Guidebook Must be Followed as Part of the Uniform System of Financial Records
- Section X -D*



Arizona Department of Education
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INTRODUCTION

The purpose of this manual is to provide guidance to all district and charters throughout the State of Arizona on the rules and regulations they must follow in reporting information to the School Finance Unit of the Arizona Department of Education (ADE). The scope is to cover information and processes relevant to reporting data to the School Finance Unit that impact state funding. References to statutes are provided frequently but all who submit information should endeavor to become knowledgeable of the laws that districts and charters are bound to observe. As legislative or system changes occur, the School Finance Unit will update this document, which contains instructions and background information on aspects of data collection for use by ADE.

With the approval of Proposition 301 in November 2000, effective July 1, 2001, ADE developed the Student Accountability Information System (SAIS). It replaced a data submission process in which school districts and charter holders submitted data to ADE in summary form. With SAIS, we receive and maintain detailed student data. The information collected by SAIS brings greater accountability and efficiency to school funding and reporting in Arizona.

The focus of SAIS is to collect, as events occur, student-level data: individual student records reflecting specific events in the students' relationship with the school (e.g., enrollment, absence, and withdrawal). Certain events, which affect a student's status, require the related school entity to submit transactions to SAIS. The district and charters submit such data via secure Internet at <http://www.ade.az.gov/commonlogin>.

ADE aggregates the data from the districts and charters and places it in a database. The Student Counts process manipulates the data in the database tables used to determine appropriate state-level funding for the districts and charters.

However, due to the nature of some of the information collected, certain Student Counts data collection subsystems will operate as they functioned before July 2001.

Other units within the ADE require that district and charters submit information. SAIS and various on-line applications collect data that is required by the federal government; however, because the information does not affect state funding, information on those processes is not included in this manual. Those units include, but are not limited to, Academic Achievement, Exceptional Student Services and Research and Evaluation and their reports may include Graduation Rate Study, Year End Enrollment, ESS Census Verification, the Annual Special Education Data Collection, and Title III ELL Data Collection.

DEFINITIONS AND STATUTES

School Year

Each governing board of a school district must maintain the schools established by it for the attendance of each pupil for a period of not less than 180 school days. (Arizona Revised Statutes (ARS) §15-341.01)

Laws 2000, 5th Special Session Chapter 1, Section 54 provides for one additional required day of instruction to be added each year, beginning with school year 2001-2002 at 176 school days until meeting the 180 school days in school year 2005-2006.

ARS §15-902.02 provides an option for school districts to offer 200 days of instruction per year or its equivalent, as authorized by the Superintendent of Public Instruction, to operate on a year-round school operation, to offer an educational program on the basis of a four day school week or an alternative kindergarten program on the basis of a three day school week. (ARS §15-341. A.2)

The school year shall begin July 1 and end June 30 and a school month is twenty school days or four weeks of five days each. (ARS §15-801. A)

The fiscal year is defined as beginning on July 1 and ending on June 30. (ARS § 15-101.10)

School Instruction

Every child between the ages of six and sixteen years shall attend a school and shall be provided instruction in at least the subjects of reading, grammar, mathematics, social studies and science. The person who has custody of the child shall choose a public, private, charter or home school as defined in ARS §15-802.K to provide instruction.

Students shall demonstrate competency, as defined by the State Board-adopted Essential Skills, at the grade levels specified in the following required subject areas. District instructional programs shall include an ongoing assessment of student progress toward meeting the competency requirements. Language Arts, Literature, Mathematics, Science, Social Studies, Music, Visual Arts, Health/Physical Education, and Foreign or Native American Language (includes modern and classical). Additional subjects may be offered by the local governing board as options and may include, but are not limited to: Performing Arts and Practical Arts. Arizona Administrative Code (AAC) §7-R7-2-301

Residence and Legal Custody

The residence of the person having legal custody of a student is considered the residence of the student, except for certain homeless children (ARS §15-824.C) and

some students with Certificates of Educational Convenience (ARS §15-825.B). Legal custody means:

- Custody exercised by the natural or adoptive parents with whom a student resides.
- Custody granted by order of a court of competent jurisdiction to a person or persons with whom a student resides unless the primary purpose for which custody was requested was to circumvent the payment of tuition.

A "parent" means the natural or adoptive parent or a person who has custody of a child. "Person who has custody" means a parent or legal guardian of a child, a person to whom custody of the child has been given by order of a court, or a person who stands *in loco parentis* to the child. (ARS §15-101.14.15)

An individual who has reached the age of 18 is considered an adult for purposes of determining residency. The statutes do not require that residency be established for a specified length of time for purposes of attending school (Attorney General Opinion 73-10-C). If a student is between the ages of 18 and 22, resides in the district, and is identified as a child with a disability (ARS §15-761.2) and has not completed the highest grade taught in the district, the student may attend school in the district without payment of tuition.

Admission of Students

- A. School districts shall admit children between the ages of six and twenty-one years who reside in the school district and who meet the requirements for enrollment in one of the grades or programs offered in the school. (ARS §15-821.A)
- B. If a preschool program for children with disabilities is maintained, a child is eligible for admission as prescribed in ARS §15-771. (ARS §15-821.B) Please refer to the Special Education Section for details and note that the date of enrollment must be the first day of physical attendance.
- C. If a kindergarten program is maintained, a child is eligible for admission to kindergarten if the child is five years of age. A child is deemed five years of age if the child reaches the age of five before September 1 of the current school year. A child is eligible for admission to first grade if the child is six years of age. A child is deemed six years of age if the child reaches the age of six before September 1 of the current school year. The governing board may admit children who have not reached the required age as prescribed by this subsection if it is determined to be in the best interest of the children. For children entering the first grade, such determination shall be based upon one or more consultations with the parent, parents, guardian or guardians, the children, the teacher and the school principal. Such children must reach the required age of five for kindergarten and six for first grade by January 1 of the current school year. (ARS §15-821.C)

Selected schools are running state funded full-day kindergarten programs. They should report the membership and attendance in the same manner as half-day kindergarten. School Finance will make adjustments for the additional funding.

- D. Notwithstanding any other law, a child who resides with a family member other than the child's parent and is residing with the family member while awaiting the outcome of a legal guardianship or custody proceeding is deemed to reside in the school district where that family member resides if the family member provides written documentary proof of one of the following (ARS §15-821.D):
1. The family member is attempting to obtain legal guardianship of the child in an unresolved and uncontested guardianship proceeding commenced in Superior Court. The family member shall provide documentation to the school district within thirty days of enrollment that the family member is attempting to obtain legal guardianship of the child. Upon obtaining legal guardianship, the family member shall provide documentation to the school district.
 2. The family member is attempting to obtain custody of the child in an unresolved and uncontested child custody proceeding commenced in Superior Court. The family member shall provide documentation to the school district within thirty days of enrollment that the family member is attempting to obtain custody of the child. Upon obtaining custody, the family member shall provide documentation to the school district.
- E. A school district shall not deny a pupil who is between the ages of sixteen and twenty-one year's admission to a high school because the pupil does not hold an eighth grade certificate. Governing boards shall establish procedures for determining the admissibility of pupils who are under sixteen years of age and who do not hold eighth grade certificates. (ARS §15-701.H)
- F. The governing board of a school district shall admit pupils from another school district or area upon presentation of a certificate of educational convenience (CEC) issued by the county school superintendent pursuant to ARS §15-825.
- G. A high school shall enroll up to 350 high school students from a common school district not within a high school district, which is not approved to offer high school instruction (ARS §15-447). The limitation does not apply to small isolated common school districts, as defined in ARS §15-901. The common school district shall be reported as the district of residence for the purposes of determining average daily membership used in calculating state aid (ARS §15-824. A. 2). Tuition shall be charges by the high school of attendance to the common school district (ARS §15-824.E).
- H. The governing board shall admit children of nonresident teaching and research faculty of community college districts and state universities and children of nonresident graduate or undergraduate students of community college districts and state universities whose parent's presence at the district or university is of international, national, state or local benefit without payment of tuition. (ARS §15-823.B)

- I. The governing board shall admit children who are residents of the United States but are nonresidents of this state without payment of tuition if evidence indicates that the child's physical, mental, moral or emotional health is best served by placement with a grandparent, brother, sister, stepbrother, stepsister, aunt or uncle who is a resident within the school district, unless the governing board determines that the placement is solely for the purpose of obtaining an education in this state without payment of tuition. (ARS §15-823.C), (Attorney General Opinion I87-005)

The district MAY also admit:

1. Children of nonresidents of the State, upon payment of a reasonable tuition. (ARS §15-823.A)
2. Nonresident foreign students who are in exchange programs without payment of tuition. (ARS §15-823.D)
3. Certain homeless or abandoned children. (ARS §15-823.E)
4. School districts may refuse to admit pupils who have been expelled from another educational institution or who are in the process of being expelled from another educational institution. A school district may annually or upon the request of any pupil or the parent or guardian review the reasons for expulsion and consider re-admission. (ARS §15-841.C and D)

Documentation of Withdrawal

As documentation helps to ensure uniform and comparable data across schools, districts and charters are to use the form: Official Notice of Pupil Withdrawal when a student withdraws during the school year. Furthermore, Arizona state law requires that a properly executed withdrawal form be presented to a school if the student previously attended another school within the state of Arizona. (A.R.S. §15-827)

Please refer to the Official Notice of Pupil Withdrawal Form and Instructions available at www.ade.az.gov/schoolfinance/Forms/WithdrawalForm1.doc.

Changes in Withdrawal Codes

The withdrawal codes should be changed retroactively during the school year if additional information becomes available before the Year End Enrollment Report is submitted. Since certain withdrawal codes are used to calculate dropout rates, it is to a school's advantage to reclassify student withdrawals whenever possible. Please refer to the Primary Withdrawal Type section of the Official Notice of Pupil Withdrawal form to select the W code that best describes the reclassification. The date of the withdrawal must not be changed. Codes NOT used in dropout rate calculation are:

- (a) Transfer: other school (W1)
- (b) Age (W6)
- (c) Graduated (W7)

- (d) Deceased (W8)
- (e) Transfer: home taught (W9)
- (f) Transfer: detention (W10)
- (g) Completed (AIMS) (W13)

Determining Student Count for State Aid

For purposes of determining student count and calculating State Aid for a school, the district of residence of the student will be used except for:

1. Students precluded by distance or transportation from attending school in the district of their residence. Then the district of attendance receives the funding. (ARS §15-825.A.2)
2. High School students who reside in a common school district which does not have a high school or offer high school subjects or there are three hundred fifty or fewer pupils in the resident district or the district is a small isolated school district.
3. Students for whom the Superintendent of Public Instruction is charged tuition, including CEC-B students and children whose parents are employed by certain State institutions. See ARS §15-824. D, 15-825. A.1 and 15-976.

Students Who are NOT Eligible for State Aid in Your District

1. Tuition-in: Students from another public school district whose tuition is paid by that district, or students whose tuition is paid by the Superintendent of Public Instruction. (ARS §15-824.D)
2. Privately Paid Tuition: Students attending your district whose tuition is paid by the parent or guardian.
3. Over 21 years of age: A student who has reached the age of 22. Students may be counted for State Aid until the day before their 22nd birthday. (ARS §15-821. A)
4. Preschool children with disabilities who are not yet two years, nine months old or have not been evaluated and recommended for placement, as provided in ARS §15-771. E and G.
5. Foreign exchange students. (ARS §15-823.D)

Certificates of Educational Convenience (Not applicable to Charter Schools)

CEC-A Student: A student precluded by distance or lack of adequate transportation facilities from attending school in the school district or county of the student's residence or who resides in unorganized territory may apply to the County School Superintendent for a CEC. If it appears to the County School Superintendent that it is not feasible for the student to attend school in the school district or county of residence, the County School Superintendent will issue a certificate authorizing the student to attend school in an adjoining school district or county, whether within or outside of this State. If a CEC is issued, the school enrollment is as follows:

1. The enrollment of a student precluded by distance or lack of adequate transportation from attending school in the district or county of residence is deemed for the purpose of determining student count to be in the school of the county or district of the student's residence. The student's district of residence may be charged tuition by the district of attendance or the districts may agree to exchange students and not charge each other tuition. (ARS §15-825.01 A.1)
2. The school enrollment of a student from an unorganized territory is deemed for the purpose of determining student count to be in the district of actual attendance. (ARS §15-825. A.2)

CEC-B Student: The County School Superintendent of any county in which a student is placed in one of the following listed facilities will issue a CEC for the student to attend school in the school district or adjoining school district. (ARS §15-825.B)

1. A State rehabilitation or corrective institution
2. A foster home, child care agency, or institution which is licensed and supervised by the Department of Economic Security or Department of Health Services
3. A residential facility operated or supported by the Department of Economic Security or the Department of Health Services
4. A residence under the supervision of the Juvenile Corrections

The County School Superintendent of any county may not issue a CEC for a student placed in one of the above listed facilities if the student is placed in the same district of the student's parents' or legal guardians' residence or if the student is placed without a court order and the student's parents or legal guardians are not residents of this state. (ARS §15-825.C)

Open Enrollment

A school district may offer an open enrollment option without charging tuition. Tuition may be charged to nonresident pupils only when the tuition is authorized under ARS §§15-764. E, 15-797. C, 15-823. A, 15-824. A or 15-825. These policies shall include admission criteria, application procedures and transportation provisions. A copy of the

district policies for open enrollment shall be filed with the Department of Education. (ARS §15-816.01)

Instructional Hours Requirements

Full-Time Students

For common schools, a full time student is one who is at least six years of age prior to January 1 of a school year; has not graduated from the highest grade taught in the school; and who is regularly enrolled in a course of study required by the State Board of Education. (ARS §15-901. A. 2. i)

- **First, second and third grade** students, ungraded students who are at least six, but under nine, years of age by September 1, or ungraded group B students with disabilities who are at least five, but under six, years of age by September 1 must be enrolled in an instructional program that meets at least 708 hours. In fiscal year 2005-2006 and each fiscal year thereafter, the program shall meet at least 712 hours.
- **Fourth, fifth and sixth grade** students or ungraded students who are at least nine, but under twelve, years of age by September 1 must be enrolled in an instructional program that meets for a total of at least 885 hours. In fiscal year 2005-2006 and each fiscal year thereafter, the program shall meet at least 890 hours.
- **Seventh and eighth grade** students or ungraded students who are at least twelve, but fewer than fourteen, years of age by September 1 must be enrolled in an instructional program that meets for at least 1062 hours. In fiscal year 2005-2006 and each fiscal year thereafter, the program shall meet at least 1068 hours.
- **For high schools**, a full time student is one who has not graduated from the highest grade taught in the school district, or an ungraded student at least fourteen years of age by September 1, and enrolled in at least a full-time instructional program of subjects that count toward graduation as defined by the State Board of Education in a recognized high school. A full-time student may not be counted more than once for computation of average daily membership. (ARS §15-901. A. 2. b. ii) To be a full-time student, the student must be enrolled in and attending a full instructional program of 716 or 720 hours.

A full-time instructional program means at least four subjects each of which, if taught each school day for the minimum number of days required in a school year, would meet a minimum of 123 hours a year, or the equivalent, or one or more subjects taught in amounts of time totaling at least twenty hours per week prorated for any week with fewer than five school days. (ARS §15-901. A. 2. v) In fiscal year 2004-2005, the total program shall meet at least 716 hours. In fiscal year 2005-2006 and each fiscal year thereafter, the total program shall meet at least 720 hours.

Lunch periods and recess periods may not be included as part of the instructional hours unless the student is a child with a disability and the child's individual education program requires instruction during those periods and the specific reasons for such instruction are fully documented. (ARS §15-901. A. 2. b. i)

Fractional Students

- **Preschool** A preschool child is one who is enrolled in a program for preschool children with disabilities of at least 360 minutes each week. This program must meet at least 3 days per week for each child.
- **Kindergarten** A kindergarten student must be at least five years of age prior to September 1. If it is in the best interest of the child after consultations with parent, guardians and the principal, the school may admit the child if the child will turn 5 by January 1 of the current school year. A school kindergarten program must meet at least 354 instructional hours during the 179 days required in fiscal year 2004-2005. In fiscal year 2005-2006 and each fiscal year thereafter, the kindergarten program shall meet at least 356 hours during the 180 days required.
 - In computing the average daily membership, preschool children with disabilities and kindergarten students shall be counted as one-half of a full-time student.
 - Schools that are authorized to offer **full-day kindergarten** do not have to modify the membership reported. Any necessary adjustments to the ADM will be made at ADE - School Finance.
 - Report all preschool and kindergarten students at full FTE. ADE - School Finance will divide it in half.
- **Grades 1 - 8** For common schools, grades 1 through 8, a fractional student is a student enrolled for less than the total time for a full-time student. A part-time common school student may be enrolled in an instructional program that is at least one-fourth, one-half or three-fourths of the time a full-time student is enrolled. (ARS §15-901. A. 2. a. i)
- **High School** For high schools, a part-time student is enrolled in less than four subjects that count toward graduation as defined by the State Board of Education in a recognized high school and is taught in less than twenty instructional hours per week prorated for any week with fewer than five school days. A part-time high school student shall be counted as one-fourth, one-half or three-fourths of full-time student if the student is enrolled in an instructional program that is at least one-fourth, one-half or three-fourths of a full time instructional program. (ARS §15-901. A. 2. a. ii)

Please refer to USFR Memorandum No. 191, dated 8/21/2002, for a summary of the instructional hours required by grade level and the days of instruction required. The document can be accessed at:

www.ade.az.gov/schoolfinance/SAISSupport/LEACalendar/LEAUSFRMemo191.pdf.

Homebound or Hospitalized Students

A homebound or hospitalized student is one who is capable of profiting from academic instruction but is unable to attend school due to illness, disease, accident, or other health conditions, who has been examined by a competent medical doctor and is certified by that doctor as being unable to attend regular classes for a period of not less than three school months.

A chronically ill student is one who is capable of profiting from academic instruction but, is unable to attend school regularly due to chronic or acute health problems, and who has been examined by a competent medical doctor and who is certified by that doctor as being unable to attend regular classes for intermittent periods of time totaling three school months during a school year. The medical certification shall state the general medical condition, such as illness, disease or chronic health condition that is the reason that the student is unable to attend school.

Homebound or hospitalized categories can include students who are unable to attend school for a period of less than three months due to a pregnancy if a competent medical doctor, after an examination, certifies that the student is unable to attend regular classes due to risk to the pregnancy or to the student's health. (ARS §15-901. B. 13)

A school month is twenty school days or four weeks of five days each. (ARS §15-801. A)

Districts and Charters Calendars

Each district or charter is required to establish at least one calendar for the district or charter by August 31 of the school year. The calendar must be approved and active before any student detail information can be submitted to ADE. The calendar must observe the four defined holidays (July 4th, Veterans' Day, December 25th and Thanksgiving Day) and comply with statutes on the number of instructional days and instructional hours. (ARS §15-901. A. 2)

Membership and Average Daily Membership

Membership begins with the first day a student enrolls or re-enrolls and physically attends. Membership ends on the day that the student withdraws or graduates. Withdrawals include students formally withdrawn from school and students absent for ten consecutive schools days except for excused absences. The effective date of withdrawal is the last day of actual attendance of the student. (ARS §15-901. A. 2)

Some of the computerized attendance systems require the date of withdrawal to be entered on the day following the last day of attendance in order to be paid for the last day of attendance. The date of withdrawal will be adjusted programmatically to the actual last day when the data is submitted to SAIS. In any case, the last day of actual attendance is to be counted as a membership day.

Example

First day of school is August 21, 2004. Estimated 50 students to enroll and only 45 students start the first day. Those 45 students became members of your school beginning the first day of school. The other five students estimated cannot be counted in membership until they physically attend your school.

Average daily membership (ADM) means the total enrollment of fractional and full-time students, minus withdrawals, of each school day through the first 100 days in session for the current year.

The membership of a part-time common school student (grades 1-8) shall be counted as one-fourth, one-half or three-fourths if the student is enrolled in an instructional program that is at least one-fourth, one-half or three-fourths of the time a full-time student is enrolled.

Kindergarten through grade 8, including ungraded elementary, must be enrolled in a program that meets for at least the minimum hours a year specified in ARS §15-901. A.2 to be included in a school's ADM. ADE will divide the membership days of kindergarten students in half to comply with ARS §15-901 A. 2. Schools that are authorized to offer full-day kindergarten do not have to modify the membership reported. Any necessary adjustments to the ADM will be made at the ADE - School Finance.

For high schools, for fiscal year 2004-2005, a full-time instructional program is one that meets at least a total of 716 hours during the minimum number of days required and includes at least four subjects each of which, if taught each school day for the minimum number of days required in a school year, would meet a minimum of 123 hours a year, or the equivalent, or one or more subjects taught in amounts of time totaling at least 20 hours per week prorated for any week with fewer than five school days. Calendars based on a four day instructional week require 20 hours prorated for any week with fewer than 4 days.

For high schools, for fiscal year 2005-2006, a full-time instructional program is one that meets at least a total of 720 hours during the minimum number of days required and includes at least four subjects each of which, if taught each school day for the minimum number of days required in a school year, would meet a minimum of 123 hours a year, or the equivalent, or one or more subjects taught in amounts of time totaling at least 20 hours per week prorated for any week with fewer than five school days. Calendars based on a four day instructional week require 20 hours prorated for any week with fewer than 4 days.

To remain in compliance with Arizona Statutes, schools who offer block scheduling must provide a minimum of 123 hours of instruction a year per subject and offer full-time instruction totaling at least 716 hours in fiscal year 2004-2005 and 720 hours in fiscal year 2005-2006. Students who receive fewer than 716 or 720 hours respectively for each subject should be reported at part-time.

Each part-time high school student will be counted in the proportion that the number of courses in which the student is enrolled. (ARS §15-901. A. 2) The membership of a

part-time high school student enrolled in less than four subjects or blocks of instructional time totaling less than twenty hours per week should be prorated as follows:

Enrolled in one subject or five hours per week	.25 membership
Enrolled in two subjects or ten hours per week	.50 membership
Enrolled in three subjects or fifteen hours per week	.75 membership

Concurrency

A concurrency occurs when a student is enrolled in two or more district or charters at the same time.

If a valid concurrency exists between a charter and a non-charter and both have validated the concurrency as true, the system will allocate the ADM between the two based on the actual enrollment in both the district and charter. (ARS §15-185 C) The specific rules are as follows:

Concurrent Enrollment Limits

1. All combinations of charter and non-charter will be limited to a total of 1.0 ADM. In other words, any number of charter and non-charter combinations is limited to 1.0 ADM. The 1.0 ADM will be allocated proportionately based on the actual enrollment the districts and charters submit.
2. A member district of a Joint Technical Education District (JTED) and JTED satellite campus at same member district combination will be limited to 1.25 ADM. In this case, the district receives the first cut up to 1.0 and the JTED receives the remainder up to 1.25 combined. If any other agreement exists, it is up to the district and the JTED to resolve those issues. It is important to report correctly. If a district reports .75 FTE and a satellite JTED reports .25 FTE, they will receive 1.0 combined even though they could receive 1.25 ADM. Districts and charters should always report the actual enrollment of their students.
3. A member district and a JTED main campus, or a member district and a JTED satellite that is operated by a different member district, may generate 1.0 ADM each.
4. Any other combination not covered in 1 through 3 above, will be treated as a tuition in/out situation. The DOR will receive credit for the ADM and appropriate funding. The DOR should pay tuition to the DOA.
5. Charter and JTED main or satellite campus. If the charter validates the membership, the funding will ALWAYS go to the Charter (the limit is 1.0, as shown in item 1 above).

Distribution of ADM with Valid Concurrency			
		ADM	Maximum Split
1.	Member district and JTED satellite operated by same member district	1.25	District takes first cut. Remainder goes to JTED. Limited to actual enrollment at each.
2.	Member district and JTED main campus or member district and JTED satellite operated by a different member district	2.0	1.0 each. Limited to actual enrollment at each.
3.	Non-member district and JTED satellite campus	1.0	Non-member district receives ADM and funding and tuitions student to JTED
4.	Non-member district and JTED main or satellite campus	1.0	Non-member district receives ADM and funding and tuitions student to JTED
5.	Charter and JTED main or satellite campus	1.0	DOR (charter) receives ADM and funding and tuitions student to JTED
6.	Charter and Non-charter	1.0	ADM is divided proportionally based on enrollment.
7.	Technology Assisted Project-Bases Instruction (TAPBI) and Non-TAPBI	1.0	ADM is divided proportionally based on enrollment.

Concurrency Validation Application

In response to ARS §15-185.C, School Finance and Management Information Systems (MIS) have developed a concurrency report, SDADMS 80-1, which lists all concurrencies between charters and non-charters, for a given district or charter. In addition, so that districts and charters can validate each of their student memberships' having a charter and non-charter concurrency, the Concurrency Validation application is provided.

The SDADMS 80-1 report is located in the Student Detail Data Interchange (SDDI) download area and identifies each student that is concurrently enrolled in a charter school and a non-charter. The concurrency validation application is located in the SDDI maintenance area and allows the district and charters to validate each concurrent membership by clicking a check box.

If the concurrency of a student enrolled in a charter and a non-charter is not validated, the system will allocate the ADM to the school that has the most recent enrollment. (For example, an enrollment on 12/1/2003 is more recent than one on 9/1/2003). The other school will then receive information through the SAIS system reflecting the concurrency and it will be up to the district and charters to notify ADE, using the concurrency application to show that a valid concurrency exists. The system will then adjust the ADM according to the rules displayed above.

Because the validations will be cleared whenever membership information is changed by any district or charter, schools are strongly encouraged to repeatedly check the

validation status of concurrencies. This increases the possibility that schools will be properly compensated for students' ADM.

Daily Attendance and Average Daily Attendance

For students enrolled in kindergarten, a full day of attendance is a day in which a student attends more than three-quarters of the instructional time for the day. If the total instruction time scheduled for the year is at least 346 but less than 692 hours, attendance for at least three-quarters of the day should be counted as one-half day of attendance. If the instructional time scheduled for the year is at least 692 hours, a full day of attendance may be counted as one-half of the instructional time scheduled for the day. (ARS §15-901.A. 6. a i)

For students enrolled in first through eighth grade or an ungraded program, daily attendance is a day in which a student attends more than three-quarters of the instructional time scheduled for the day. The attendance of a pupil at three-quarters or less of the instructional time scheduled for the day shall be counted as follows:

- A. If attendance for all pupils in the school is based on quarter days, the attendance of a pupil shall be counted as one-fourth of a day's attendance for each one-fourth of full-time instructional time attended. Attendance should be taken four times a day. (Please see the Attendance Recordkeeping section.)

Use the chart below to determine absences to be reported for schools using quarter day absences.

Percent of Time Absent	Absence amount
Less than .25 of the instructional time	0
.25 of the instructional time	.25
Between .26 and .50 of the instructional time	.50
Between .51 and .75 of the instructional time	.75
Between .76 and 1.00 of the instructional time	1.0

- B. If attendance for all pupils in the school is based on half days, the attendance of at least three-quarters of the instructional time scheduled for the day shall be counted as a full day's attendance and attendance at a minimum of one-half but less than three-quarters of the instructional time scheduled for the day equals one-half day of attendance. Attendance should be taken two times a day. (Please see the Attendance Recordkeeping section.)

Use the chart below to determine absences to be reported for schools using half-day absences.

Percent of Time Absent	Absence amount
Less than .26 of the instructional time	0
Between .26 and .50 of the instructional time	.50
Between .51 and 1.00 of the instructional time	1.0

Attendance for a fractional student shall not exceed the pupil's fractional membership.

For high schools or ungraded schools in which the student is at least fourteen years of age by September 1, daily attendance is a day in which a student is physically in attendance and enrolled in four subjects, each of which, if taught each school day for the minimum number of days required in a school year, would meet a minimum of 123 hours. (ARS §15-901. A. 6. d)

Use the chart below to determine absences to be reported for high school students who are counting attendance based on quarter days.

Periods Absent Subjects Enrolled	1	2	3	4	5	6	7
7	0	0	0	.25	.50	.75	1.0
6	0	0	.25	.50	.75	1.0	
5	0	.25	.50	.75	1.0		
4	.25	.50	.75	1.0			
3	.25	.50	.75				
2	.25	.50					
1	.25						

Districts may count students in grades six through twelve for daily attendance who are not physically in attendance in a recognized common or high school but who are enrolled in and actually and physically in attendance in an alternative education program provided by any public or private person and which meets the standards that the State Board of Education and the governing board prescribe for the course of study given in the common and high school. (ARS §15-797)

Homebound and hospitalized students must report attendance by minutes attended. For homebound and hospitalized students, a full week of attendance may be counted for each week in which the student receives at least four hours of instruction. (ARS §15-901. A. 6. f)

Minutes of Instruction Per Week	Days Attended	Days Absent
240	5	0
192 to 239	4	1
144 to 191	3	2
96 to 143	2	3
48 to 95	1	4
Less than 48 minutes	0	5

Average daily attendance means actual average daily attendance through the first 100 days in session, as applicable. (ARS §15-901. A. 1)

Reporting Attendance by the Minute

Attendance for students in kindergarten through eighth grade must be recorded in terms of absences. However, students in preschool, classified as homebound or enrolled in TAPBI (Technology Assisted Project-Based Instruction) must report their attendance in minutes. In addition, students in grades nine through twelve may record attendance in terms of minutes attended.

Attendance Recordkeeping

Student membership and absences must be recorded and reported accurately by each district/charter-holder to ADE. These records provide the primary basis upon which state aid is apportioned to the public schools of Arizona. Student membership and absences are to be recorded on a daily basis for each school, for each student. Verifiable records must be maintained by the district and charters for 5 years, including the current fiscal year.

The records prepared for student attendance must be retained and disposed of in accordance with the Records Retention and Disposition Manual for Arizona School Districts. The responsibility for the security and storage of these records rests with the district/charter holders records custodians. All such records are subject to review by ADE, the Auditor General, and independent certified public accountant contracted to audit the district/charter holder. (For a copy of the manual, contact the Records Management Division of the Arizona State Library, Archives and Public Records at (602) 542-3741.) The manual is available on this web page: <http://www.lib.az.us/records/forms.cfm> and specifically at <http://www.lib.az.us/records/pdf/RetSched.pdf>.

Exceptions to School Attendance

As stated in ARS §15-802.D, a person is excused from school attendance if any of the following are shown to the satisfaction of the school principal or the school principal's designee:

1. The child is in such physical or mental condition that instruction is inexpedient or impracticable.
2. The child has completed the high school course of study necessary for completion of grade ten as prescribed by the State Board of Education.
3. The child has presented reasons for nonattendance at a public school, which is satisfactory to the school principal or the school principal's designee. For purposes of this paragraph, the principal's designee may be the school district governing board.
4. The child is over fourteen years of age and is, with the consent of the person who has custody of him, employed at some lawful wage earning occupation.

5. The child is enrolled in a work training, career education, career and technical education, vocational education or manual training program, which meets the educational standards, established and approved by the Department of Education.
6. The child was either suspended and not directed to participate in an alternative education program, or expelled from a public school.
7. The child is enrolled in an education program provided by a state educational or other institution.

Non-compliance with the laws regarding compulsory attendance is a class 3 misdemeanor. A parent who fails to comply with the duty to file an affidavit of intent to provide instruction in a home school is guilty of a petty offense. (ARS §15-802.E)

Absence

Student absence days are the total number of days a student is in membership but not in attendance during the report period. Students may not be counted absent before they physically attend school.

An excused absence is absence due to illness or taking a vacation after the school has been notified of the absence.

The governing board of each district must adopt a policy governing the excuse of pupils for religious purposes. (ARS §15-806) In addition, the district must prescribe rules for discipline for excessive pupil absenteeism. (ARS §15-843. B.1) A student who has ten consecutive days of unexcused absences must be withdrawn from enrollment retroactive to the last day of attendance. (ARS §15-901. A. 2)

For students enrolled in both a charter school and a non-charter school, absences are to be reported in the same proportion as membership is reported. (ARS §15-185)

Example

A student is reported as a three-quarter-time member (.75). The absences to be reported are the absence multiplied by the three-quarters. If total absences during the reporting period were 15 days, absence days to report would equal eleven and one-quarter days (11.25) absence days $15 \times .75 = 11.25$ days reported.

Absences to be reported for high school students enrolled in instructional programs consisting of blocks of time are to be determined as follows:

One quarter day of absence is to be recorded for each hour or part of an hour the student does not attend the instructional program up to the student's full or fractional membership.

A student receives one-quarter of a day's attendance of each sixty minutes of instructional time.

A district's or charter-holder's reported ADM will be adjusted by ADE if the absences are excessive. For an elementary (K-8) or a unified (K-12) district or charter-holder in

which the average daily membership is higher than the average daily attendance through the first 100 days in session of the current year by more than 6%, the district's or charter-holder's student count is determined by multiplying the actual average daily attendance by 106%. (ARS §15-902. A)

Example

In a K-8 district or charter-holder reporting ADM of 1000, the ADA is 900. ADM is 11% higher than ADA, which is in excess of the 6% allowed. ADM would be adjusted to 106% of ADA, or 954.

$$\begin{aligned} \text{ADA} &= 900.00 \\ \text{ADM} &= 1000.00 \text{ (111\% of ADA)} \\ \text{Adjusted ADM} &= 954.00 \text{ (900} \times 1.06) \end{aligned}$$

For a 9-12 district or charter-holder in which the average daily membership is higher than the average daily attendance through the first 100 days in session of the current year by more than 8.5%, the district's or charter-holder's student count is determined by multiplying the actual average daily attendance by 108.5%. (ARS §15-902. B)

Example

In a 9-12 district or charter-holder reporting ADM of 1000, the ADA is 850. ADM is 18% higher than ADA, which is in excess of the 8.5% allowed. ADM would be adjusted to 108.5% of ADA, or 922.25.

$$\begin{aligned} \text{ADA} &= 850.00 \\ \text{ADM} &= 1000.00 \text{ (118\% of ADA)} \\ \text{Adjusted ADM} &= 922.25 \text{ (850} \times 1.085) \end{aligned}$$

Excessive Absence Adjustments

A district or charter-holder may apply to ADE for an adjustment when excessive absences are a result of widespread illness, adverse weather conditions, or a concerted refusal by students to attend classes, which extends to three or more consecutive instructional days. (ARS §15-902. C) In addition, threats of violence against school property, school personnel or students for any period of one day or more qualify for an absence adjustment.

The district or charter-holder must certify all absence figures submitted to ADE. (ARS §15-902. D) Please follow the on-line instructions available at: <http://www.ade.az.gov/schoolfinance> under Forms.

A district or charter-holder may also apply for absence approval for students with chronic health problems if the district or charter-holder is providing services to the students during their absence. (ARS §15-902. E)

Chronic Health Problems

Students with chronic health problems are students who are unable to attend regular classes for intermittent periods of one or more consecutive days because of illness, disease, or accident but who are not homebound, as defined earlier. The chronic health problem must be certified by a licensed health professional. (ARS §15-346. B)

Districts/Charters are responsible for adopting policies and procedures concerning pupils with chronic health problems in consultation with parents, teachers, and at least one health professional. The policies and procedures must be designed to provide continuing education for students with chronic illnesses while they are absent from school. They should provide for homework assignments and flexibility in physical education activity requirements so that students with chronic illnesses may participate in the regular physical education program to the extent that their health permits. (ARS §15-346. A)

Frequency of Submissions

After the first day in session, district and charters are required to submit data to ADE every twenty school days. (ARS §15-1042. G)

PROGRAM CODES

School Codes

A nine-digit number called the CTDS identifies schools. The first six digits identify the district or charter and the last three digits identify the school within that district or charter. Additions and changes to existing CTDS codes must be coordinated with ADE, School Finance Unit.

C = County Codes

The first two digits indicate the county.

COUNTY NUMBER	COUNTY DESCRIPTION	COUNTY NUMBER	COUNTY DESCRIPTION
00	Arizona Department of Education	09	Navajo County
01	Apache County	10	Pima County
02	Cochise County	11	Pinal County
03	Coconino County	12	Santa Cruz County
04	Gila County	13	Yavapai County
05	Graham County	14	Yuma County
06	Greenlee County	15	La Paz County
07	Maricopa County	20	Out of State Schools
08	Mohave County	21	Arizona Department of Corrections

T = Type Codes

The next two digits indicate the type of district (e.g. accommodation, unified, elementary, high school).

Type Number	District Type
01	Accommodation School
02	Unified School District
03	Elementary Not in High School District
04	Elementary in High School District
05	High School District
06	Community College
07	4 Year College/University
08	Vocational/Technical
09	Special Needs/Skill Center
10	Juvenile Corrections
11	Adult Corrections
12	Public Special Education Institution
13	Indian Center
14	Alternative Education Program
15	Community Center
16	Community-based Organization

Type Number	District Type
17	Consortium
18	County Special Services
19	Private Non-profit
20	Private School / Not Special Education
21	Private School / Special Education
22	Non-profit Child Care Center
23	Contiguous Reservations
24	Non-profit Child Care Center
25	Day Care Home
26	Head Start
27	Residential Child Care Institution (non-govt.)
28	Literacy Volunteers
30	Proprietary Child Care Center
31	Proprietary Child Care Center
32	Proprietary Child Care Center
33	Proprietary Child Care Center - Non-DES
34	Proprietary Child Care Center
39	BIA Contract / Grant School
40	BIA School
41	Co-Op
42	Intergovernmental Agreement
44	Government - Fed/County/City
45	Tribes
52	Arizona Board of Regents
60	Sheriff's Offices
76	State Instit. & Stations
86	Charter Schools - State Board of Education
85, 87, 89	Charter Schools - Charter Board
93	Adult Day Care
99	County School Superintendent

D = District Numbers

A two-digit legal district number is assigned to each elementary school district by the county school office. Most county school offices assign a one or two-digit legal district number to each high school district within their respective county. Maricopa, Pima and Pinal Counties have assigned three-digit numbers.

Maricopa County high school districts have a three digit legal number starting with a two. ADE drops the two and only uses the last two digits. Pima County high school districts have a three-digit number starting with a one. ADE drops the one and only uses the last two digits. (Currently, no high school districts exist in Pima County.) Pinal County has some high school districts using a two digit legal number and some using a three digit legal number, all starting with an eight. ADE drops the eight and uses the last two digits, adding a zero to fill in when the remaining digit is only one character.

For state board sponsored charters, it is the next available number within the same county and type (i.e., SBE sponsored in Maricopa County "0786—" and then the next two numbers available in our database). For district sponsored charters, it is the same as the sponsoring district's district number.

ADE School Finance Unit assigns a two-digit type number for private school districts. Unorganized territories use the two-digit district number with 04 for elementary and 05 for high school reporting.

The irregular district codes are assigned by the School Finance Unit:

Irregular District Codes	Description
20-04-01	Elementary districts in surrounding states and Mexico
20-05-01	High school districts in surrounding states and Mexico

S = Site

Following the CTD number, a three-digit number is assigned for each school. Programs such as homebound or hospitalized are not schools and should be included with the school reporting. Separate register numbers may be used to separate programs from regular classrooms. County School codes 700 or higher are reserved for district sponsored charter schools.

Site Code	Description	Site Code	Description
000	General	700	District Sponsored Charter Schools
100	Elementary	800	District-Sponsored Charter Schools
200	High School	900	District-Sponsored Charter Schools
300	School Wide		

Grade Codes

CODE IN TRANSACTION	DESCRIPTION
PS	Preschool
KG	Kindergarten
1	First Grade
2	Second Grade
3	Third Grade
4	Fourth Grade
5	Fifth Grade
6	Sixth Grade
7	Seventh Grade
8	Eighth Grade
9	Ninth Grade
10	Tenth Grade
11	Eleventh Grade
12	Twelfth Grade

Primary Language Codes

A students' primary home language should be determined at the time of registration. The primary home language of a student is other than English if it fits at least one of the following descriptions:

- The language most often spoken in the student's home is other than English, regardless of the language spoken by the student.
- The language most often spoken by the student is other than English.
- The student's first acquired language is other than English.
- The primary home language information is collected for two reporting purposes:
 1. To complete the primary language variable for students who take the State Achievement Test and;
 2. To enable the district to complete the English Language Learner(ELL) Students Report and Language Census and Program Report

Enter the appropriate primary home language code for each student in the column headed primary home language on the student data page. The primary home language codes to be used are listed below:

LANGUAGE CODE	LANGUAGE	LANGUAGE CODE	LANGUAGE
00	English	24	Ukrainian
01	Spanish	25	Vietnamese
02	Arabic	26	Serbo-Croatian (FormerlyYugoslavia)
03	Cambodian	27	Other Non-Indian
04	Cantonese	28	Navajo
05	Czechoslovakian	29	Apache (San Carlos)
06	Dutch	30	Apache (Whiteriver)
07	Filipino	31	Chemehuevi
08	Finnish	32	Cocopah
09	French	33	Hopi
10	German	34	Hualapai
11	Greek	35	Kaibab-Paiute
12	Hebrew	36	Maricopa
13	Hungarian	37	Mohave
14	Italian	38	Papago
15	Japanese	39	Pima
16	Korean	40	Supai
17	Laotian	41	Tewa

LANGUAGE CODE	LANGUAGE	LANGUAGE CODE	LANGUAGE
18	Mandarin	42	Yaqui
19	Polish	43	Yavapai
20	Portuguese	44	Yuma
21	Romanian	45	Other Indian
22	Russian	46	American Sign Language
23	Thai		

Racial/Ethnic Codes

ADE uses race/ethnicity groupings identified by the National Center for Education Statistics (NCES) (Office of Management and Budgets (OMB) No. 1850-0067). The groupings below are cited in the NCES Student Data Handbook 2004 Edition as being taken from revised Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directives No. 15) by the OMB.

Racial/Ethnic Codes	Short Description	Description
A	Asian or Pacific Islander	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Thailand, Vietnam, Guam, the Philippine Islands, Samoa, or other Pacific Islands.
B	Black or African-American (Not Hispanic)	A person having origins in any of the black racial groups of Africa.
H	Hispanic or Latino	A person who traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.
I	American Indian or Alaskan Native	A person having origins in any of the original peoples of North and South America (including Central America), and who maintains cultural identification through tribal affiliation or community recognition.
W	White (Not Hispanic)	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Enrollment Activity Codes

Please use these codes when reporting students' entry and withdrawal from district and charters

Student Entry Codes

E1	Student entering Arizona public schools for the first time this school year; last school attended was this school.
E2	Student entering Arizona public school for the first time this school year; last school attended was another school within this district.
E3	Student entering Arizona public school for the first time this school year; last school attended was outside this district but within the state of Arizona (includes all other options such as not enrolled in any school the prior year or enrolled in a private school the prior year).
E4	Student entering this school who was previously enrolled this year in another Arizona public school outside the district.
E5	Student entering this school who was previously enrolled this year in another Arizona public school within the district.
E6	Student entering Arizona public school for the first time this year; last school attended was outside the state of Arizona.
E7	Student entering Arizona public school for the first time this school year; was coded by previous school as a dropout (W5); last school attended was another school within this district.
E8	Student entering Arizona public school for the first time this school year; was coded by previous school as a dropout (W5); last school attended was outside this district but within the state of Arizona.
E9	Student entering this school who was previously coded this school year in another Arizona public school as a dropout (W5); last school attended was within this district.
E10	Student entering this school who was previously coded this school year in another Arizona public school as a dropout (W5); last school attended was outside this district but within the state of Arizona.
E11	Student entering Arizona public school for the first time this school year; in most recent schooling, student was home taught in the state of Arizona.
E12	Student entering this school for the first time this school year who has NOT received a passing score on the AIMS test; last school attended was this school (applies to fifth year students ONLY, see State Board of Education rules to determine Class Cohort).
E13	Student entering this school for the first time this school year who has NOT received a passing score on the AIMS test; last school attended was another school within this district (applies to fifth year students ONLY, see State Board of Education rules to determine Class Cohort).
E14	Student entering this school for the first time this school year who has NOT received a passing score on the AIMS test; last school attended was outside this district but within the state of Arizona (applies to fifth year students ONLY, see State Board of Education rules to determine Class Cohort).

E15	Student entering Arizona public school for the first time this school year; last school attended was a detention facility within the state of Arizona.
E16	Student entering this school who was previously enrolled this school year in a detention facility within the state of Arizona.
EK	Student transferred from one calendar track within the same school.
ER	In the past, this was used to denote that a student transferred to a different register in the same grade in the same school. This activity is accomplished now using the Student Grade Transfer transaction.
ET	Transferred from another grade within the school before scheduled end of school year. This activity is accomplished now using the Student Grade Transfer transaction. SAIS will translate the Grade Transfers into WT/ET activities when creating the Year End Enrollment report.

Student Withdrawal Codes

W1	Transfer: other school	Withdrawn before scheduled end of school year to continue studies in another school, to be home taught, or to attend as a full-time post-secondary student.
W2	Illness	Withdrawn before scheduled end of school year due to chronic illness (withdrawal may not be required; refer to district's chronic illness policy).
W3	Expelled or long term suspension	Expelled or suspended on a long term basis before scheduled end of school year.
W4	Absence or status unknown	Withdrawn before scheduled end of school year for 10 consecutive days of unexcused absence, status or location is unknown to the school or school district.
W5	Dropout	School received verification that student has withdrawn from school before scheduled end of school year; student does not intend to complete requirements for a high school diploma.
W6	Age	Withdrawn before scheduled end of school year because student is not of school age (under 6 or over 21 years of age).
W7	Graduated	Student has completed course of study requirements for high school and received a passing score on the AIMS test (applies to mid-year graduates). Graduates are issued a high school diploma by the school district.
W8	Deceased	Student died before scheduled end of school year.
W9	Transfer: home taught	Student withdrawn before scheduled end of school year to be taught at home.
W10	Transfer: detention	Withdrawn before scheduled end of school year because student was transferred to a state detention or correctional facility.
W11	GED	Student withdrew before scheduled end of school year expressly for the purpose of obtaining a GED. Students of high school age must withdraw to take the GED test. Verbal notification at the time of withdrawal is sufficient to apply the W11 code.

W12	Vocational school	Student withdrew before scheduled end of school year to continue studies at a technical or vocational school; this includes ALL schools or education programs that DO NOT meet Arizona requirements for obtaining a high school diploma. Verbal notification from a responsible adult is sufficient to apply the W12 code.
W13	Completed (AIMS)	Student has completed course of study requirements for high school or Individual Education Plan but DID NOT receive a passing score on the AIMS test (applies to mid-year completers). Completers have concluded their high school education and are not expected to re-enroll.
WK	Track transfer within the same school.	Transferred to another calendar track within the same school before scheduled end of school year.
WT	Grade transfer	Transferred to another grade within the school before scheduled end of school year.

In accordance with No Child Left Behind, a school may collect additional information of the reason for the withdrawal. It is not mandatory to use the codes listed below but if the information is provided by the parent or guardian, schools are asked to include the appropriate code in their submissions.

Additional Withdrawal Reasons

WR1	School identified for Federal School Improvement.
WR2	School identified as persistently dangerous.
WR3	Individual Transfer Option (Victim of a violent crime or criminal act).
WR4	Pregnancy/Biological Parent of a Child.

Summer Leaves

S1	Summer transfer - out of district	Student transferred out of this school district during the summer.
S2	Summer illness	Student will not be returning to school due to illness during the summer. (same criteria as W2)
S3	Summer expulsion	Student will not be returning to school due to expulsion during the summer. (same criteria as W3)
S4	Summer absence or status unknown	Students who are enrolled at the end of the prior school year but fail to show at any time during the next school year and whose status or location is unknown to the school or school district.
S5	Summer dropout	Student dropped out during the summer. (same

		criteria as W5)
S6	Summer not of school age	Student is not of school age during the summer. (same criteria as W6)
S7	Summer early graduation	Student met course of study requirements and received a passing score on the AIMS test. (same criteria as W7)
S8	Summer deceased	Student died during the summer. (same criteria as W8)
S9	Summer transfer - home taught	Student became home taught during the summer. (same criteria as W9)
S10	Summer transfer - detention	Withdrawn because student was transferred to a state detention or correctional facility during the summer. (same criteria as W10)
S11	Summer GED	Student withdrew to receive a GED certificate during the summer. (same criteria as W11)
S12	Summer transfer - vocational school	Student withdrew to attend a vocational school during the summer. (same criteria as W12)
S13	Summer completer	Student met course study requirements during the summer but DID NOT receive a passing score on the AIMS test. (same criteria as W11)
S99	Summer transfer - within district	Student transferred to another school within this district during the summer. (Criteria: none.)

Readmission Codes

R1	Readmission after a W1	Student re-entering after withdrawing from this school as a W1.
R2	Readmission after a W2	Student re-entering after withdrawing from this school as a W2.
R3	Readmission after a W3	Student re-entering after withdrawing from this school as a W3.
R4	Readmission after a W4	Student re-entering after withdrawing from this school as a W4.
R5	Readmission after a W5	Student re-entering after withdrawing from this school as a W5.
R6	Readmission after a W6	Student re-entering after withdrawing from this school as a W6.
R9	Readmission after a W9	Student re-entering after withdrawing from this school as a W9.
R10	Readmission after a W10	Student re-entering after withdrawing from this school as a W10.
R11	Readmission after a W11	Student re-entering after withdrawing from this school as a W11.
R12	Readmission after a W12	Student re-entering after withdrawing from this school as a W12.

Year End Status Codes

G	Graduated at year end	Student either (a) completed course of study requirements and received a passing score on the AIMS test; or (b) completed Individual Education Plan requirements and received a passing score on the AIMS test (used only in grades 11, 12 or the equivalent in ungraded secondary). Graduates are issued high school diploma from the school district.
C	Completed course of study at year end	Student either (a) completed course of study requirements and DID NOT receive a passing score on the AIMS test (b) or completed Individual Education Plan requirements and DID NOT receive a passing score on the AIMS test (used only in grades 11, 12 or the equivalent in ungraded secondary). Completers have concluded their high school education and are not expected to re-enroll.
A	Attended- Concluded high school education and not expected to re-enroll	Student (a) NEITHER met course study requirements or Individual Education Plan NOR received a passing score on the AIMS test or (b) turned 22 years of age, or (c) was a twelfth grade foreign exchange student (used only in grades 11, 12 or the equivalent of ungraded secondary). Attendees have concluded their high school education and are not expected to re-enroll.
SA	Still Enrolled (AIMS)	Student is still enrolled because student (a) fulfilled course of study requirements but DID NOT receive a passing score on the AIMS test, or (b) completed Individual Education Plan requirements but DID NOT receive a passing score on the AIMS test (used only in grade 12 or the equivalent of ungraded secondary).
SC	Still Enrolled (Course Study Requirements)	Student is still enrolled because the student either (a) DID NOT meet course of study requirement for graduation but received a passing score on the AIMS test, or (b) DID NOT complete Individual Education Plan but received a passing score on the AIMS test (used only in grade 12 or the equivalent of ungraded secondary).
SE	Still Enrolled (Met No Requirements)	Student is still enrolled because student (a) NEITHER met course study requirements NOR received a passing score on the AIMS test, or (b) NEITHER completed Individual Education Plan NOR received a passing score on the AIMS test, (used only in grade 12 or the equivalent of US).
P	Promoted	Student was promoted to the next grade (used in all grade levels except grade 12 or the equivalent in ungraded secondary).
R	Retained	Student was retained in the same grade.

Student Needs Categories

Code in transaction	Description	Need Group	Effective Dates
A	Autism	Special Education	
ED	Emotional Disability	Special Education	
EDP	Emotional Disability (separate facility, private school)	Special Education	
HI	Hearing Impairment	Special Education	
MD	Multiple Disabilities	Special Education	
MDSSI	Multiple Disabilities - Severe Sensory Impairment	Special Education	
MIMR	Mild Mental Retardation	Special Education	
MOMR	Moderate Mental Retardation	Special Education	
OHI	Other Health Impairment	Special Education	
OI	Orthopedic Impairment	Special Education	
PSL	Preschool - Speech/Language Delay	Special Education	
PMD	Preschool - Moderate Delay	Special Education	
PSD	Preschool - Severe Delay	Special Education	
SLD	Specific Learning Disability	Special Education	
SLI	Speech/Language Impairment	Special Education	
SMR	Severe Mental Retardation	Special Education	
TBI	Traumatic Brain Injury	Special Education	
VI	Visual Impairment	Special Education	
1	Quantitative (Math) Giftedness	Giftedness	
2	Language Arts (Verbal) Giftedness	Giftedness	
3	Non-Verbal Reasoning Giftedness	Giftedness	FY2004 to present
LEPS	English Language Learner	Language	
4	Eligible for reduced fee lunch	Economic Disadvantage	
5	Eligible for free lunch	Economic Disadvantage	
6	Homeless	Economic Disadvantage	The McKinney-Vento Homeless Education Assistance Act, Section 725 defines homeless children and youths.
8	Immigrant	Economic Disadvantage	
9	Neglected	Economic Disadvantage	
10	Delinquent	Behavioral Disadvantage	
11	Homebound	Health	

Code in transaction	Description	Need Group	Effective Dates
12	Chronic Illness/Condition	Health	removed from SAIS FY2005
13	Math	Academic Disadvantage	
14	Language Arts (reading and/or writing)	Academic Disadvantage	
15	Science	Academic Disadvantage	
16	Refugee	Economic Disadvantage	FY2004 to present
18	Social Studies	Academic Disadvantage	FY2004 to present
19	Other Academic Services	Academic Disadvantage	FY2004 to present
NOND	This value represents "no need". This acts as a placeholder for some Support Programs that allow a child to participate without having any related Need. This value was requested by vendors whose SMS's prefer to require entry of a Need Code on the Support Program Participation (015) transaction. (In other words, these SMS's make it a required field, whereas in SAIS it is actually an optional field).	none (in other words, no need)	FY2004 to present

Special Enrollment Codes

Code in transaction	Description
1	Certificate of Educational Convenience A - Ref. (ARS §15-825)
2	Certificate of Educational Convenience B - Ref. (ARS §15-825)
3	Student registered during a declared open enrollment period

Note: The Special Enrollment code may also be submitted as a blank.

Membership Type

Membership Type identifies whether a school has primary responsibility for managing a specific student's curriculum or not.

Code in transaction	Short Description	Description	Effective Dates
M	Main	The school is responsible for managing the student's curriculum and may or may not provide all of the student's instruction	
A	Ancillary	The school provides some instruction for the student, but is not responsible for managing the student's curriculum	
T	TAPBI	Technology Assisted Project-based Instruction Program (Distance Learning)	FY2005

STUDENT ACCOUNTABILITY INFORMATION SYSTEM (SAIS)

Data Content

The data collected about a student is driven by funding and reporting requirements imposed by the state and federal governments. The data includes student identification and demographics, district of residence, school membership (beginning a membership, withdrawal from a membership), grade membership, absence, student needs (e.g., a disability or a language need), assessments, and participation in programs/services (e.g., language programs, Title I programs or special education services).

Student achievement data (AIMS) is received and maintained at ADE. This data will become an integral part of the Student Database.

Data Security and Confidentiality

Student data is not to be published, nor can ADE staff update it.

Unencrypted data is submitted to ADE through a secure socket layer (SSL).

Every reporting school/district assigns an authorized person to handle submission and error correction.

ADE abides by Family Educational Rights and Privacy Act (FERPA) regulations.

The Student Accountability Information System

Purpose

The Student Database System receives student level data electronically from local school/district databases in a periodic process, in order to provide the following capabilities.

- Consistent and accurate calculations of student counts for funding, generated by one system for all schools
- Planning and policy analysis for ADE (e.g., student mobility)
- Support academic achievement research

General Definitions

The file that contains detail transactions is referred to as **Student Data File**. The specific details on the formatting and content of the files are available in the SAIS requirements documents available at <http://www.ade.az.gov/sais/>.

Student Data Upload

SAIS Student Detail Data Interchange (SDDI) is a service that enables participating vendors and districts and charters to successfully upload student data to the ADE student database.

Files are submitted via one of two methods. The first method is via the web page. The web page acknowledges the submitting district's or charter's CTDS and places any submitted files into a specific directory, which is named for that CTDS. The second method is similar, but occurs through a utility to be used inside a local district's or charter's SAIS interface.

Data Download Service

Vendors and districts and charters can successfully download information from the ADE Web site through SDDI in one of two methods. The first method is via the web page. The web page acknowledges the requesting district and charters Entity ID when the user signs in. The second method is similar, but occurs through a utility to be used inside a local district's or charter's SAIS interface.

Downloaded files are available in two formats. The first format is XML, which is the universal format for structured documents and data on the web. The XML version is 1.0 and the base specification can be found at <http://www.w3.org/XML>. The second format is a pipe-delimited file. The second format shall be referred as simple text format.

File naming requirements includes several terms: filename string is the complete name of the submitted file. It includes two portions: the filename and the extension. The last period (.) in the filename string separates these two portions. The specific details on file naming are available at <http://www.ade.az.gov/sais/>.

Processing Overview

Generally, transactions must be processed in a prescribed sequence to be added to the database. This sequence mirrors the way the business of public education takes place. Processing order is covered in the chapter for each subject area.

- First, the file is validated by checking each transaction for the expected data formats and values. If the file fails one or more verification, it is rejected.
- Then each transaction is checked against the database and subjected to logic checks. If the transaction fails, it is rejected with a "Fatal" or "Error" severity level message.
- Finally, the database table(s) is updated. "Warning" or "Information" severity level messages may be generated.
- If the database update is successful, the edit is ended for this transaction and it starts over with the next transaction.

- If the database update fails, no update will be done to the SAIS database, and the transaction is rejected.

Operation Codes

All SAIS Student Detail Database transactions include the field Operation Code that allows various operations to be performed on the data in the transaction. Each of the transactions has an explanation of operations allowed in the transaction.

The Operation Code codes are:

- A - add a new transaction
- C - data value in the transaction will change previously submitted value
- D - delete a transaction submitted previously

Integrity Checking

Due to the nature of the data being submitted and the time it takes to process the data, SAIS will purposely allow certain illogical situations to exist on the SAIS database. These situations must be fixed before funding is provided. The Integrity Checking process identifies these out-of-sync circumstances and advises the district or charter of the existence of the situation that prevents state funding. Integrity Checking is run automatically when the data is submitted.

Fiscal Year

"Fiscal year" is used throughout SAIS. The state fiscal year is defined in ARS § 15-101.10 as July 1 through June 30. ADE and SAIS operate on the state fiscal year because ADE is a state agency. Arizona statute states rules and operating requirements in terms of fiscal year.

The term "school year" is used rarely in SAIS and its rules. The term "school year" refers specifically to the regularly scheduled instructional year (it does not include summer school). Schools throughout Arizona have widely varying start and end dates, in some rare cases even spanning more than one fiscal year.

Comparing Characteristics of Various Students

The first time a student is ever reported to Arizona's SAIS, it will generate a student identifier number for that student and send it back to the school or district that submitted the data. This number will remain valid for the life of the student. Identifying a child as a brand-new student can be done through the Enrollment Activity Code (the "E" code — some examples are: E3's, E6's, E11's, and E15's).

Before generating the student identifier, SAIS will search the database to ensure that a number has not already been created for that student. To accomplish this, SAIS will perform a comparison of elements using the elements that are available on the submitted Student Enrollment transaction, including up to four separate sets of identifiers, the student's names (first, middle, last), birth date, gender and the student's personal details.

Please review the SAIS Requirements document available on the department web page at <http://www.ade.az.gov/sais/> for the specific details on student identifiers.

All Student Enrollment transactions for students who have been in the Arizona school system previously, as well as all other SAIS transactions, require that the student's SAIS-generated student identifier be provided. For some transactions SAIS compares submitted element values to elements already on the SAIS database to ensure that incoming data updates the proper student record on SAIS.

Note on Student Memberships and School Sessions

Student memberships (enrollments) in SAIS are governed by statute and by ADE policy. At the current time SAIS accepts data only for school regular session, not for other sessions such as summer session. In accordance with statute and ADE policy, virtually all aggregating and most statistical processes use only regular session memberships. The following policies relate to this topic.

- A school year spans the entire fiscal year. (Regular session usually has early fall start & late spring end. Summer session takes place when regular session is over, and often overlaps fiscal years. Summer break takes place between summer session end and regular session begin, and often overlaps fiscal years.)
- A student membership is assumed to be active to the session's scheduled end date, unless an early withdrawal is submitted.
- Special enrollment conditions are assumed to be active to the session's scheduled end date, unless an early withdrawal and/or a special enrollment condition end date are/is submitted.

As stated earlier in this document, ADE and SAIS operate under the state-defined Fiscal Year.

Aggregation Basics

SAIS student data must be aggregated for ADE's use. The input to these aggregation processes is the student-level data submitted by district and charters to ADE and already validated and populated into SAIS Student Detail tables. The output of these aggregation processes is district-level or charter-holder data gathered into the SAIS Student Counts tables. Prior to districts and charters providing student-level data to ADE, these tables were populated directly from data consolidated by districts and charters and then submitted to ADE by the districts.

The Student Counts modules will perform calculations on the data submitted in the Student Detail submissions. Historically, these calculations were performed against the aggregated counts submitted by the districts and charters prior to implementation of the SAIS.

Membership and Absence Description

The Membership & Absence (M&A) subject area calculates membership and absence counts by period (40th/100th day) for each school, grade, and register ID number. These data will support the Membership and Absence 40th and 100th Day Reports produced by ADE.

Membership and Absence Aggregation Processing Executed by SAIS

The aggregation process is run three times a week by MIS and on demand by School Finance. Average Daily Membership (ADM) is determined by counting each student's enrollment by days and the number of days in the reporting period. Absences are counted in the same way. Then the membership and absence counts are aggregated by student for the report period.

The membership period for a student may be split into shorter intervals if the values in key field changes. An example of a key field that causes shorter intervals would be the track field. The report would display the membership, absences, ADM and Average Daily Attendance (ADA) for time during enrollment in one track and then display the same information for enrollment in the second track. The report will display one line for each interval during the membership period.

The number of days in the reporting period is obtained from the school's calendar. The reported ADM is calculated as follows: $ADM = \text{Membership Count} / \text{number of days in reporting period}$. The reported ADA is calculated as follows: $ADA = (\text{Membership Count} - \text{Absence Count}) / \text{number of days in reporting period}$.

Finally, the membership days, absence days, ADM and ADA are summed for all students within the same grade and register for the 40th and 100th Day Reports.

It is important to note that any concurrencies, valid or otherwise, will affect membership and attendance calculations.

Special Education Description

School entities receive additional funding when they operate Special Education (SPED) student services. The Student Counts SPED Subsystem maintains records of students placed in Special Education programs. The data are collected by SAIS. Students who have a current evaluation, Individual Education Program, initial placement statement, and who are receiving special education services, are to be reported through SAIS.

The data are used to produce reports for federal funding and to calculate Group B add-on counts for state aid. Federal reports are based on students entered and not withdrawn from a school-approved Special Education program as of December 1st. February 1st is the cut-off date for counting students for Group B add-on counts. The data will support Special Education Reports due to ADE on December 1 and February 1.

No aggregation count will take place for Special Education memberships, as the required information has already been submitted at the student level in Student Counts. The submitted SAIS student level data is extracted, reformatted and processed in Student Count.

REPORTS GENERATED BY SCHOOL FINANCE

Membership and Absence Reports

With the introduction of SAIS, the need to report on an aggregated basis for the 40th and 100th day has been eliminated. Instead, districts and charters are expected to report student activity on a regular basis, at least every 20 days. After the districts and charters have reached their 40th calendar day plus thirteen business days, informational reports on the data processed are available and viewable through Student Detail Data Interchange on Common Logon for each school. A discussion of the most useful reports for ADM follows. The reports cover only students who attend the district or charter.

The SDADMS 72 report is a compilation of the raw data that affects ADM calculations for each student in a particular grade level within a school. Districts and charters should review the data contained in the SDADMS 72 to verify what information is contained in the SAIS Student Detail Database.

All the data concerns students attending the district or charter. The enrollment and withdrawal dates should be compared with the data in the school's student management system (SMS). Information on the district of residence (DOR), SAIS ID, student ID, track number, FTE, Tuition Payer and Special Enrollment categories all determine ADM and ADA, so a careful check of this information is important.

Further, membership and attendance days totals for the 40th and 100th day (if applicable) are included. If absences are reported, they are subtracted from the membership days to determine the days of attendance. If minutes of attendance were used instead of absences, absences are calculated based on the difference between the expected time attended and the actual time attended.

Finally, the Codes column provides information about concurrency, integrity failures and whether integrity has been run since the last data change.

Of critical importance is the Integrity Status Report which is generated every time aggregation is run. Records that have failed the business rules will be listed on this report. It displays both warning and errors and if an error, whether the student is excluded for the 40th, 100th or End of Year reports. The errors should be corrected before the membership of the student concerned is included in the ADM count for the report period referenced in the error message.

The records that passed integrity will be listed on the SDADMS 75 report. All students listed are included in funding. The SDADMS 75 is generated frequently after the district or charter has passed its 40th calendar day plus thirteen business days.

The data is aggregated by register, grade, and school and the results can be directly compared with the ADM counts displayed on the ADMS 45-1.

For additional information on the SAIS reports, the reader is encouraged to review the Inside SAIS newsletters. Previous and current copies of the newsletter are available at: <http://www.ade.az.gov/sais/>.

After the data has been aggregated and results are displayed on the SDADMS 75, the totals by school are combined by district or charter holder and available in the ADMS 45-1, ADMS 45-2, ADMS 40-1, ADMS 40-2 and ADMS 46-1 reports. They are viewable on the School Finance web page under Districts and charters areas. For an explanation of these reports, please read "Basic Guide to Understanding and Verifying Your Reported Membership Counts" available at: <http://www.ade.az.gov/schoolfinance/SAISsupport/>.

Special Education Census - Counts Calculated by SAIS

District and charters are required to submit the Special Education Census electronically through SAIS. The instructions for the needs portion for electronic submission can be accessed on the Department of Education Website by clicking on: <http://www.ade.az.gov/sais/needsreq/NeedsRequirements.doc>.

Introduction

The Special Education Census count has two purposes: to determine Federal funding eligibility and State add-on funding. The census count is of those students who entered and/or withdrew on or before the following dates.

December 1

1. **FEDERAL FUNDING** - The Student Count on December 1 is used to determine eligibility for Federal Part B IDEA entitlement dollars distributed to the state and allocated to the districts. This count requires reporting of all students who are receiving special education services on December 1 of the current school year. If a student withdraws before December 1, that child will not be eligible for federal funding. Once these figures have been reported to the federal government, no upward revisions can be made either by the districts/charters or by the state. Accuracy is vital.
2. **STATE ADD-ON FUNDING** - The Add-on weight (previously known as 'Group B') is calculated for the 40th day with an "as of" date of October 30. The 40th day count may be used in the calculation for an advance of growth monies. (Charter Schools are not eligible for growth monies). If a student withdraws before December 1, he/she will be counted up to his/her withdrawal date.

February 1

1. This date is used to calculate the 100th day Add-on weight for state funding. At this time, all corrections to the Special Education Census should be completed.

Data on students who are receiving special education services should be sent to SAIS using the appropriate transactions. In the event that a student enrolled in special education is found to have an expired Individual Education Plan (IEP) or evaluation but continues to receive services as specified on the expired IEP, the student may still be counted on the census for federal and state funding. However, these are significant violations and should be corrected immediately. Any questions about the eligibility of a student to be placed on the Special Education Census should be directed to the Special Education Director of the district/charter school. The data submitted to the ADE must come from the students' files.

Eligible Category List

Once a student has been evaluated, the Multidisciplinary Evaluation Team determines the category(s) under which the student is eligible to receive services. The IEP team determines where the student will receive those services and the service type. It is possible for a student to be eligible to receive special education services in more than one category. If this is the case, all information needs to be included for all eligible categories on the SAIS submission. All needs should be submitted with the same service type. The valid categories are as follows:

A	Autism	OI	Orthopedic Impairment
ED	Emotional Disability	SLD	Specific Learning Disability
EDP	Emotional Disability (Separate Facility, Private School)	SLI	Speech/Language Impairment
HI	Hearing Impairment	SMR	Severe Mental Retardation
MD	Multiple Disabilities	TBI	Traumatic Brain Injury
MDSSI	Multiple Disabilities Severe Sensory Impairment	VI	Visual Impairment
MIMR	Mild Mental Retardation	PSD	Preschool Severe Delayed (Charter Schools Not Eligible)
MOMR	Moderate Mental Retardation	PMD	Preschool Moderate Delayed (Charter Schools Not Eligible)
OHI	Other Health Impairment	PSL	Preschool Speech Language Delayed (Charter Schools Not Eligible)

Note: PMD, PSL and TBI do not generate state add-on funding.

Traumatic Brain Injured (TBI)

Students with TBI should be submitted to SAIS. In addition to the TBI entry, a separate entry showing the category that describes the service the student with TBI is receiving will ensure the district or charter receives both federal and state funds.

Criteria for Students Who Are Classified As MD and MDSSI

Per ARS §15-761

MD requires the following categories to co-exist:

- Two or more of the following: HI, MOMR, OI, VI
OR
- One of the above and one of the following: ED, EDP, MIMR, SLD

Subject to other existing rules and providing that this rule is met, any other category may co-exist with MD.

MDSSI requires the following categories to co-exist:

- HI and VI
OR
- HI or VI and one of the following: A, EDP, MOMR, OI, SMR

Subject to other existing rules and providing that this rule is met, any other category may co-exist with MDSSI.

The following categories cannot be submitted concurrently for any student:

ED and EDP

A and ED and/or EDP

MD and MDSSI

MIMR and/or MOMR and/or SMR

To be eligible for federal eligibility funding, preschool age students must be at least three years of age by December 1st of the current school year and less than five years of age on December 2nd of the current school year.

For state add-on funding, preschool age students must be at least three years of age but have not reached the age required for kindergarten. (ARS §15-771 G)

SPED Ages

Per ARS §15-901 A.2.b.i

Preschool

Minimum Age for Admission - 3 years of age by entry date

Special Underage Admission - entry date is within 90 days of 3rd birthday and need is HI, VI, PSD, PMD, or PSL

Maximum Age for Admission - has not reached kindergarten age.

Kindergarten

Minimum Age for Admission - 5 years of age by September 1

Special Underage Admission - 5 years of age prior to January 1

Maximum Age for Admission - none

1st to 12th Grades

Minimum Age for Admission - 6 years of age by September 1

Special Underage Admission - 6 years of age prior to January 1

Maximum Age for Admission - last day of 21st year

Ungraded Elementary

Minimum Age for Admission - 5 years of age by September 1

Maximum Age for Admission - last day of 21st year

Ungraded Secondary

Maximum Age for Admission - last day of 21st year

Entry Date

This is the date the student began receiving special education services for the current school year. The entry date is the first day of school or the date of initiation of services for students receiving special education services. The entry date cannot be before July 1 of the current school year and the cut-off date for entering a student for state funding is February 1st. However, students entering after February 1st may be entered on SAIS but, will not be reflected on student detail or student count reports.

Withdrawal Date

The withdrawal date is the last date the student received special education services at this location. If a student is leaving this school to attend another school, whether it is in another district or is in the same district, the student should be withdrawn and re-entered. If the withdrawal date occurs after February 1st of the current school year, it may be entered on SAIS but will not be reflected on student detail or student count reports.

District of Residence (DOR)

For computation purposes, the District of Residence (DOR) is defined as the fundable district. The DOR may be the same as the District of Attendance (DOA).

Special Education Service Exit Reasons

Code in transaction	Short Description	Description	Valid for pre-school	Valid for stated ages	Effective Dates ²
1	Transferred to Regular Education	Student was served in special education at the start of the reporting year, but at some point during the reporting year, returned to regular education as a result of having met the objectives of his/her IEP. This student no longer has an IEP and is receiving all of his/her educational services from a regular education program. NOTE: This student must be re-evaluated and determined no longer eligible for special education.	yes	all valid ages	<ul style="list-style-type: none"> starting FY2005 age/grade restriction specified through FY2004: no age or grade restrictions
2	Graduated with regular high school diploma	Student exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible.	no	ages 16-21 on Dec 1	<ul style="list-style-type: none"> starting FY2005 age/grade restriction specified through FY2004: no age or grade restrictions
3	Reached maximum age	Student exited special education because of reaching maximum age for receipt of special education services. This includes students with disabilities who reached maximum age and did not receive a diploma.	no	age >21 on Dec 1	<ul style="list-style-type: none"> starting FY2005 age/grade restriction specified through FY2004: no age or grade restrictions
4	Deceased	Student died.	yes	all valid ages	<ul style="list-style-type: none"> starting FY2005 age/grade restriction specified through FY2004: no age or grade restrictions

Code in transaction	Short Description	Description	Valid for pre-school	Valid for stated ages	Effective Dates ²
5	Moved, known to be continuing	Student moved out of the catchment area and is <i>KNOWN</i> to be continuing in another educational program. There need not be evidence that the student is continuing in special education, only that he/she is continuing in a general education program. This includes transfers and students in residential drug/alcohol rehabilitation centers or correctional facilities.	yes	all valid ages	<ul style="list-style-type: none"> starting FY2005 age/grade restriction specified through FY2004: no age or grade restrictions
7	Dropped out	Student was enrolled at the start of the reporting year, was not enrolled at the end of the reporting period, and did not exit through any of the other basis described. This includes dropouts, runaways, GED recipients, expulsions, status unknown, students who moved and are not known to be continuing in another education program, and other exiters.	no	all valid ages	<ul style="list-style-type: none"> starting FY2005 age/grade restriction specified through FY2004: no age or grade restrictions
8	Transition to kindergarten	A child remains eligible and still receiving SPED services. A child transitions to kindergarten and continues to receive SPED services under different eligibility requirements.	yes	no	<ul style="list-style-type: none"> starting FY2005 age/grade restriction specified through FY2004: no age or grade restrictions

Type of Service Codes

Grade	Service Code	Description	State Funding Eligible	Federal Only: Resourced or Self-Contained	Federal Funding Eligible
all but PS	A	Outside Regular Class less than 21% of the day. This may include children placed in: regular class with special education/related services provided within regular classes; regular class with special education/related services provided outside the regular classes; regular class with special education services provided in resource rooms; or children with group B disabilities receiving ancillary services only.	yes	Resourced	yes
all but PS	B	Outside Regular Class for at least 21% but not more than 60% of the day. This may include children placed in: resource rooms with special education/related services provided within the resource room; or resource rooms with part-time instruction in a regular class.	yes	Resourced	yes
all but PS	C	Outside Regular Class for more than 60% of the day. This may include children placed in: self-contained special classrooms with part-time instruction in a regular class; or self-contained special classrooms with full-time special education instruction on a regular school campus.	yes	S-C	yes
all but PS	D	Public Separate Day School for greater than 50% of the school day. This may include children placed in: public day schools for students with disabilities; or public day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day.	yes	S-C	yes

Grade	Service Code	Description	State Funding Eligible	Federal Only: Resourced or Self-Contained	Federal Funding Eligible
all but PS	E	Private Separate Day School at public expense for greater than 50% of the school day. This may include children placed in: private day schools for students with disabilities; private day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day; or private residential facilities if the student does NOT LIVE at the facility.	yes	S-C	yes
all but PS	F	Public Institutional Facility for greater than 50% of the school day. Receives education programs and lives in the public residential facilities during the week. This may include children placed in: public residential schools for students with disabilities; or public residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.	no	S-C	Yes
all but PS	G	Private Residential Facility at public expense for greater than 50% of the school day - not on educational voucher. Receives education programs and lives in private residential facilities during the week. This may include children placed in: private residential schools for students with disabilities; or private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.	yes	S-C	Yes
all but PS	H	Home based/homebound/hospital program. Receives education programs in home based/homebound/hospital environment that includes children with disabilities placed in and receiving special education and related services in: hospital programs; homebound or home based programs.	yes	Resourced	yes

Grade	Service Code	Description	State Funding Eligible	Federal Only: Resourced or Self-Contained	Federal Funding Eligible
all but PS	I	Services provided in a regular classroom. The only disability categories that can be reported here are MD, A, SMR, and OI.	yes	S-C	Yes
all but PS	J	Private School placement, enrolled by parent(s). Basic education is paid through private resources, for those determined to receive special education and related services but provided at public expense. This also includes children who are home schooled.	no	Resourced	Yes
all but PS	S	Regular Class with Supplemental Aids/Services. This includes children that do not receive direct special education instruction but who receive accommodations within the regular classroom. A special education teacher could also consult with regular education teacher.	yes	Resourced	Yes
all but PS	V	Private Residential Facility at public expense for greater than 50% of the school day - on educational voucher. Receives education programs and lives in private residential facilities during the week. This may include children placed in: private residential schools for students with disabilities; or private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.	no	S-C	Yes

Note: Voucher students receiving services at The Arizona School for the Deaf and Blind (ASDB), the Cooperative programs of ASDB and The Phoenix Day School for the Deaf (PDSD) will be reported by these institutions. These institutions will not be required to report a district of residence on the Special Education Census, and they may now utilize all service types that are appropriate for their students.

Preschool Information

Note: Preschool Information Does Not Apply to Charter Schools

Only the following categories can be used for preschool students with disabilities.

Abbreviation	Definition
PSD	Preschool Severe Delay
PMD	Preschool Moderate Delay
PSL	Preschool Speech Delay
VI	Visual impairment
HI	Hearing impairment

Only the following combinations of categories will be funded for preschool aged students:

PSD	PSD and VI	PSD and HI	PSD and VI and HI
PMD	PMD and VI	PMD and HI	PMD and VI and HI
PSL	PSL and VI	PSL and HI	PSL and VI and HI
	VI		VI and HI
	HI		HI and VI

Codes for Preschool Students

Use the following service type codes for Preschool students:

Grade	Serv. Code	Description	State Funding Eligible	Federal Only: Resourced or Self-Contained	Federal Funding Eligible
PS	A	Early Childhood Setting. All (100%) of special education and related services in educational programs designed primarily for children without disabilities. No special education or related services are provided in separate special education settings. This may include, but is not limited to special education and related services provided in: regular kindergarten classes; public or private preschools; Head Start centers; child care facilities; preschool classes offered to an eligible pre-kindergarten population by the public school system; home/early childhood combinations; home/Head Start combinations; and other combinations of early childhood settings.	yes	Resourced	Yes
PS	B	Part-time Early Childhood/Part-time Special Education. Receives special education and related services in multiple settings, such that: (1) special education and related services are provided at home or in educational programs designed primarily for children <i>without</i> disabilities, and (2) special education and related services are provided in programs designed primarily for children <i>with</i> disabilities. This may include, but is not limited to special education and related services provided in: home/early childhood special education combinations; Head Start, child care, nursery school facilities or other community-based settings and outside of the regular class combinations; separate school/early childhood combinations; and residential facility/early childhood combinations.	yes	Resourced	Yes
PS	C	Early Childhood Special Education Setting. All (100%) of special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings. No special	yes	S-C	yes

Grade	Serv. Code	Description	State Funding Eligible	Federal Only: Resourced or Self-Contained	Federal Funding Eligible
		education or related services are provided in early childhood settings. This may include, but is not limited to special education and related services provided in: special education classrooms in regular school buildings; special education classrooms in child care facilities, hospital facilities on an outpatient basis, or other community-based settings; and special education classrooms in trailers or portables outside of regular school buildings.			
PS	D	Public Separate Day School for greater than 50% of the school day. Receives all special education and related services in education programs in public day schools designed specifically for children with disabilities.	yes	S-C	Yes
PS	E	Private Separate Day School at public expense for greater than 50% of the school day. Receives all special education and related services in education programs in private day schools designed specifically for children with disabilities.	yes	S-C	Yes
PS	F	Public Residential Facility for greater than 50% of the school day. Receives all special education and related services in publicly operated residential schools on an inpatient basis.	no	S-C	Yes
PS	G	Private Residential Facility at public expense for greater than 50% of the school day. Not on permanent voucher. Receives all special education and related services in privately operated residential schools on an inpatient basis.	yes	S-C	Yes
PS	H	Home at least 360 minutes per week. Receives all special education and related services in the principal residence of the child's family or caregivers.	yes	Resourced	Yes
PS	J	Private School placement, enrolled by parent(s). Basic education is paid through private resources, for those determined to receive special education and related services but provided at public expense. This also includes children who are home schooled.	no	Resourced	Yes
PS	R	Reverse Mainstream Setting. Receives all special education and related services in	yes	Resourced	yes

Grade	Serv. Code	Description	State Funding Eligible	Federal Only: Resourced or Self-Contained	Federal Funding Eligible
		educational programs designed primarily for children with disabilities but that include 50% or more children without disabilities.			
PS	S	Services at any other location for less than 360 minutes per week. Receives all special education and related services at a school, hospital facility on an outpatient basis, or other location for a short period. These services may be provided individually or to a small group of children. This may include, but is not limited to speech instruction up to 3/6 hours per week in a school, hospital, or other community-based setting.	no	Resourced	Yes
PS	V	Private Residential Facility at public expense for greater than 50% of the school day. On permanent voucher. Receives all special education and related services in privately operated residential schools on an inpatient basis.	no	S-C	Yes

Certificate of Educational Convenience

(CEC) (Charter Schools Not Eligible)

CEC A

ARS §15-825 A

- Students who are precluded by distance or lack of adequate transportation from attending a school within their own district.
- Students attending your district from unorganized territories.

These students are reported on your Special Education Census simply by placing an "A" in the column marked "CEC A/B".

CEC B

ARS §15-825 B

Students who reside in:

1. a state rehabilitation or corrective institution;
2. a foster home or child care agency or institution which is licensed and supervised by the Department of Economic Security or Department of Health Services;
3. a residential facility operated or supported by the Department of Economic Security or Department of Health Services;
4. a residence pursuant to the interstate compact on juveniles under the supervision of the Department of Juvenile Corrections.

These students are reported on your Special Education Census simply by placing a "B" in the column marked "CEC A/B".

Be sure to check with your attendance official or business manager to determine the status of a particular student regarding a CEC. A student who is a CEC A or B will have a certificate that is issued by a County School Superintendent. If your district does not have a certificate, they cannot be reported on the Special Education Census as a CEC student.

SPED Reports

When your data has been submitted, you will be able to view the following reports on the ADE Website at www.ade.az.gov/schoolfinance/ under Districts and Charters. It is to the school's advantage to verify the accuracy of the reports submitted to ADE. Late corrections could jeopardize your monthly equalization payments. All corrections need to be submitted by the end of each month in order to be included in the following month payment.

The following reports will be posted to your web page:

SPED02-1: The "Edit update" indicates which records were added, rejected, changed or deleted. Rejected records need to be corrected and re-submitted via the common login.

SPED04: This report is a master file for all students reported on Special Education Census by district of residence and district of attendance. This report reflects all students with all the disabilities reported on the Census.

SPED28: Student Counts for Use in Budget Preparation. This report includes unduplicated ADM counts by categories that are eligible for State Aid add-on only. The report is posted on the website, one column for the 40th day counts with an as of date of October 30th and one for the 100th day counts with as of date of January 31st for Special Education add-ons.

The following reports will be posted on request only:

SPED16: This report has ADM counts for resident State Aid only. The report includes by disability the ADM count by month. The year to date (YTD) totals in October will be used for the 40th day and the January total will be used for the 100th day and will be summarized on the SPED28 report.

SPED22: This report is a birthday exception listing. This report will indicate students who are on the master file with the same birth date and different student numbers. This report should be used to remove duplicate students.

SPED08: This report includes the number of students by Category/Age/Sex on a control date of 12/01/FY or on 02/01/FY unduplicated by residence. This report is mainly used for reporting a count to the Federal Government for federal funding. This report will reflect an unduplicated head count of all students reported on the Census.

SPED06: This report includes Category/Type/Provider/Level by district of residence. If a student is on the master file in more than one category, only the record with the highest weighted category will be shown.

SPED10: This report includes Students by Category/Ethnic/Sex by district of residence.

The SPED06 and the SPED10 reports are usually needed when applying for some grants.

Category and Weights

Per ARS §15-943

MDSSI Multiple Disabilities Severe Sensory Impairment	6.531
OI (Self-Contained) Orthopedic Impairment	5.576
MD, A, SMR (Self-Contained) Multiple Disability, Autism, Severe Mental Retardation	5.833
VI Visual Impairment	4.806
MOMR Moderate Mental Retardation	4.421
MD, A, SMR (Resource) Multiple Disability, Autism, Severe Mental Retardation	6.024
EDP Emotional Disability Separate Facility, Private school	4.647
OI (Resource) Orthopedic Impairment	3.158
HI Hearing Impairment	4.771
ED, MIMR, SLD, SLI, OHI Emotional Disability, Mild Mental Retardation, Specific Learning Disability, Speech/Language Impairment, Other Health Impairment	0.003
PSD Preschool-Severe Delayed	3.595

***PSL, PMD AND TBI ARE NOT INCLUDED IN THE ABOVE LIST. THOSE CATEGORIES ARE ONLY ELIGIBLE FOR FEDERAL FUNDING. THEY DO NOT GENERATE AN ADD-ON COUNT FOR STATE FUNDING.**

Calculating 100th Day Add-On ADM for Special Education Students

Each student on the Special Education Census that is eligible for State Aid has an “Add-on” Average Daily Membership (ADM) calculated. The person responsible for your budget uses the Add-on ADM for budget preparation. The Add-on ADM is calculated using the Entry Date and Withdrawal Date (or Reclassification Date).

For the December census, we calculate a 40th day Add-on ADM for use in budget preparation. The calculation is done the same way, but there are eight count periods from September 8th to October 30th. Each period is equal to .125, so if a student is there for all 8 periods, the ADM will be 1.000 ($8 \times .125 = 1.000$). If a student is there for less than eight of the 8 periods, the ADM will be less than a 1.000.

For the Add-on ADM calculation, there are 20 periods of 5 days each between September 8th and January 28th. The first period ends on September 8th, then the next three periods for the month end on the 14th, 21st and 28th. The next 16 periods fall on the same days, but are in October, November, December, and January. For each of the 20 periods that the student is enrolled, they earn a .05 ADM. If the student is on the Special Education Census for all 20 periods, the ADM will be 1.000 ($20 \times .05 = 1.000$). If a student is entered on the Special Education Census after September 8th or is withdrawn before January 28th, the Add-on ADM will be less than 1.000.

The following charts are helpful in determining the Add-on ADM for a student on the census.

Example

Johnny, who has a current evaluation, IEP and initial placement statement, was enrolled in the special education program on August 21, 2004. He remained in school for the entire year.

The question we ask is, “was he here on each of these dates?”

	8	14	21	28
September	yes	yes	yes	yes
October	yes	yes	yes	yes
November	yes	yes	yes	yes
December	yes	yes	yes	yes
January	yes	yes	yes	yes

The answer was yes in all 20 boxes; he was enrolled 20 out of 20 periods and should have an Add-on ADM of 1.000 ($20 \times .05 = 1.000$).

If Johnny had entered the program on September 9th, his grid would look like this:

	8	14	21	28
September	no	yes	yes	yes
October	yes	yes	yes	yes
November	yes	yes	yes	yes
December	yes	yes	yes	yes
January	yes	yes	yes	yes

The answer was yes in 19 boxes; he was enrolled 19 out of 20 periods and should have an Add-on ADM of .950 ($19 \times .05 = .950$).

If Johnny had entered the program before September 8th but withdrew or was reclassified on November 15th, his grid would look like this:

	8	14	21	28
September	yes	yes	yes	yes
October	yes	yes	yes	yes
November	yes	yes	no	no
December	no	no	no	no
January	no	no	no	no

His Add-on ADM would .500. He was there for 10 of the 20 periods ($10 \times .05 = .500$).

Remember, a student must be on the census in all the categories he is receiving services for, but is paid for in the highest paying category only. The students must be receiving services in a type of service that is eligible for state-aid. A student who is receiving a type of service that is eligible for federal funds only will not be included in ADM counts.

English Language Learner Reports

The English Language Learner (ELL) report, previously known as Limited English Proficient (LEP) report, is designed to record the number of ELL students being served in an authorized ELL program. The count of students in the program is taken on: October 1st, December 15th, and February 1st of each school year.

Each school submits language program participation transactions through SAIS. The transaction contains information about the type of program and the dates of entry to and exit from the language program. If the student is exiting the program, the exit reason is required.

Essential to being included in the ELL count is membership in the school and a valid assessment. A child cannot be enrolled in the ELL program before they are enrolled in the school as a student and a child cannot remain in a program after they have withdrawn from the school.

The valid programs that a student can participate in are:

A	Structured or Sheltered English Immersion (SEI)
B1	Bilingual/Dual Language with Waiver 1
B2	Bilingual/Dual Language with Waiver 2
B3	Bilingual/Dual Language with Waiver 3

When a student is withdrawn, the transaction must include both the date and the reason. Valid reasons include:

1	Reclassified as FEP (Full English Proficient)
2	Withdrawn from the school
3	Withdrawn at a parent's request
5	Transferred to a different program
7	Reclassified due to IEP team decision

The dates for entering and withdrawing from ELL programs must be within the school calendar year.

The SDELL71 report will list all the students who are enrolled in the program. Students whose records have failed integrity will be listed first as Failed. The list is updated every time an ELL transaction for that school is submitted through Student Details.

The district report, ELLS 10-1, lists the student count at each of the three count dates by grade. The average of the total number of students participating at each count date is listed at the bottom of the report. This number is used to determine the state funding level for the ELL program.

The total number of students who are withdrawn or reclassified are also listed but the count includes only those students who were withdrawn or reclassified between October 1st and February 1st.

Students who enroll or withdraw after February 1st are not included on the report and are not funded by the State of Arizona.

SAIS collects some information for federal reports but for fiscal year 2005, a separate application is available for schools to enter the more comprehensive information required. The application is named The Title III ELL Data Collection Tool. The information entered in this application does not become part of SAIS and does not substitute for the data needed on the ELL10-1 report.

October Enrollment Report (October 1) and Graduation Rate Study

These reports are required by Research and Evaluation. Directions on data submission procedures and explanation of results can be obtained by the contacting Research and Evaluation.

School District Employee Report

The primary use of School District Employee Report (SDER) data is to calculate your district's Teacher Experience Index (TEI), which has an effect on your budget limit, and Equalization Assistance (state aid). Please remember, the TEI for the state can be computed only when all districts have corrected and certified their SDER reports. Information from the SDER is also used to complete the EEO-5 data survey for your district. With care in updating and correcting the SDER, ADE will be able to produce your district's EEO-5 data survey and save your staff many hours of work. The survey must be submitted to ADE School Finance Unit no later than October 15. (ARS §15-941.C)

The SDER Master File lists the prior year's data for each district employee. All full-time and all part-time employees who function within the district and are paid from the district budget should be reported. Employees paid through an intergovernmental agreement should not be reported on the SDER. A substitute teacher should be listed only if under contract with the district and should be listed as a part-time employee. Retired teachers should not be included. Teachers under contract for one semester should be reported at one-half of their actual FTE.

REVIEW THE SDER FOR ACCURACY. Please review your SDER report for accuracy of all information. Check for proper spelling of the name and name changes. Some employee entries may need correcting due to changes in job assignment (promotion, transfer, etc.) and/or changes in the school to which the employee is assigned. The number of years of experience will have increased by one for each employee with Codes 108, and 200 through 412.

SDER Rules and Definitions

Certified Teachers

A Certified Teacher is a person who holds a certificate from the State Board of Education to work in the schools of the State and who is employed under contract in a school district in a position that requires certification. Exceptions are a psychologist or an administrator devoting less than fifty percent of their time to classroom teaching. (ARS §15-501.2)

Full-time means employed for a full school day, or its equivalent, or for a full class load, or its equivalent, as determined by the governing board. (ARS §15-501.3)

For purposes of computation, a full-time equivalent (FTE) certified teacher is 1.00 if employed full-time. If the teacher is employed less than full-time, multiply 1.00 by the percentage of a full school day, or its equivalent, or a full class load, or its equivalent, for which the teacher is employed as determined by the governing board. (ARS §15-901 B. 9)

Teacher Experience

Complete this column for teachers only - Codes 108, 200 through 412. Certified personnel whose codes are other than those mentioned do not require Total Years Experience.

Number of years of experience means the number of years of classroom instruction conducted by a certified teacher in the school district in which the certified teacher is currently employed including the number of years of experience of the certified teacher granted by the school district for the certified teacher on the district's salary schedule for experience outside of the school district. (ARS §15-941.E) A maximum of 15 years may be used in the Teacher Experience Index. (ARS §15-941. A)

Example

A teacher hired by your district has 12 years of teaching experience outside your district. She has been given 10 years credit for prior teaching experience on your district's salary schedule. She has also worked for your district for seven years (including current fiscal year). Her Total Years Experience would be 17 (10+7). A newly hired teacher, who is teaching for the first time, would receive one year of experience.

Deleting Employees

Each individual who was no longer employed by your district as of October 1 must be deleted.

Adding Employees

Enter new employees as well as employees continuing from the previous year who were omitted. Do not include employees who began employment after October 1 of the current school year. If an employee is assigned to two schools, the employee should be entered on the listing for each school with the appropriate FTE indicated. Salary should be prorated for each position.

Certified Positions

Position Codes

The tables found at the end of this section list valid certified and classified position codes. For the First Position, use the code that identifies the assignment of 50 percent or more of the employee's time. If an equal amount of time is spent between two positions, the most critical position (in the district's opinion) will be used as the First Position. Head Teacher (Code 108) may only be used in district having fewer than five teachers. (ARS §15-503 A.2)

For the Second Position, use the code that identifies the assignment of time less than, or equal to, the First Position. Second Position must be a different code than First Position. There can be no more than two positions shown for any employee in a given school. One position may be certified and the other may be classified, for example: 207 Elementary Teacher and 012 Bus Driver. Any employee serving in both certified and classified positions should be listed only on the certified listing.

It is extremely important that all employees, but especially teachers, be listed in the appropriate categorical codes. Try to avoid using the "Other" codes.

Administrative codes (100-107, 109-111): Use the administrative codes only for positions requiring an ADE administrator certificate (superintendent, principal, supervisor, etc.). If the position requires ADE certification (not administrator), is not a teaching position, and does not fit into one of the 600 - 605 codes, use the 606 (Other Certified) code.

School psychometrics, assistant school psychologists, and school psychologists certified by the State Board of Education are to be considered certified employees. (Attorney General's Opinion I83-085). Be sure to code these employees correctly, so that your SDER records will agree with what is submitted on the Annual Financial Report.

If a principal (103) or assistant principal (104) also teaches ("...activities which contribute to the instructional programs at the local school level," Arizona Administrative Code R7-2-901), that person should be shown as having two positions with the appropriate FTE marked. For example: 104 Assistant Principal = .75 FTE and 217 Music Teacher = .25 FTE.

The position number of 225, Early Childhood Handicapped (PSH) is for a preschool teacher who holds certification for Early Childhood Handicapped. A certified teacher who teaches Preschool will be reported in Other (223).

To be included on the certified list, individuals must be certified by the State of Arizona Certification Unit, ADE. Otherwise, they should be placed on the classified list.

FTE M&O or FTE Other

Employees are paid from either Maintenance and Operation (M&O), other (Federal funds, grants, etc.), or Proposition 301 funds section of the budget. Enter the FTE in the appropriate place. An employee who works full-time should be reported as 1.00, and an employee who works less than full-time should show the percentage of a full day or a full class load for which the teacher is employed. For example, if a teacher works two full days, the FTE should be reported as .40. No employee may be counted for more than 1.50 FTE. Teachers with one semester contracts should be reported as half of their actual FTE.

The position codes used in calculating the district's Teacher Experience Index (TEI) are 108 and 200 through 412. Only those positions budgeted from M&O are counted in the district's TEI total.

Grade Level

Indicate the grade level assignment for all certified employees. Use one of the following codes: E=Elementary K-8; S=Secondary 9-12; C=Combination.

New Employee

All new employees must have a start date and must be hired by October 1. If hired after October 1 they will go on next year's report.

Salary

Indicate only the contracted amount paid for teaching positions, codes 108 and 200 through 412. If, for example, a teacher's first position were listed as Elementary Classroom Teacher (Position Code 207) with a second position as Bus Driver (Position Code 012), the amount you would report would be that of Elementary Classroom Teacher only. If a teacher works in more than one school, multiply the contracted salary by the FTE for each school. For example, if a teacher earns \$30,000 and has an FTE of .40 in School 001 and an FTE of .60 in School 002, then the salary in School 001 is \$12,000 and \$18,000 in School 002. Superintendent's salaries must be included in your SDER Certified Report under Code 100. (ARS §15-255.B.10)

Percent of Benefits

Complete this column for teacher's only, position codes 108 and 200 through 412. Enter the percentage of salary (i.e., 10%, 15%, etc.) that represents the cost of benefits. Examples would be health insurance, disability insurance, OASI, and retirement that your district provides teachers. One way to calculate this would be to take the dollar amount of benefits and divide them by salary. Round off to the next whole percent. Use the same average percent for each teacher in your district.

Degrees

Complete this column for teachers using position codes 108 and 200 through 412. Use one of the education codes (1 through 42) for each teacher.

Administrative Positions (Certified Position)
100. Superintendent
101. Administrative Assistant
102. Assistant Superintendent
103. Principal
104. Assistant Principal
105. Curriculum Coordinator
106. Personnel Director
107. Supervisor
108. Head Teacher
109. Other
110. Vocational Education Administrator
111. Business Manager

Elementary & Secondary Teacher (Non Vocational, Certified Position)
200. Agriculture (Non-vocational)
201. Art
202. Bilingual
203. Business
204. Communication Arts (English, Journalism, Speech)
205. Drama (Dance, Theater)
206. Driver Education
207. Elementary Classroom
208. Exploratory Health Occupations
209. Foreign Languages
210. Gifted
211. Homebound
212. Home Economics (Non-vocational)
213. Humanities (Philosophy)
214. Industrial Arts (Non-vocational)
215. Kindergarten Classroom
216. Mathematics
217. Music
218. Physical Education/Health
219. Reading
220. Remedial Education
221. Science
222. Social Studies
223. Other (Includes Preschool with cert.)
224. Computer Science
225. Early Childhood Handicapped (PSH)
226. ROTC

Special Education Teacher (Certified Position)
Main Assignment - Major Portion of Students
300. Cross Categorical
301. Educable Mentally Handicapped
302. Trainable Mentally Handicapped
303. Physically Handicapped
304. Emotionally Handicapped
305. Learning Disabled
306. Multiple Handicapped
307. Remedial Education
308. Speech and Language Therapy
309. Hearing Handicapped
310. Visually Handicapped

Vocational Teacher (Certified Position)
400. Agriculture
401. Marketing & Distributive Education

Vocational Teacher (Certified Position)
402. Diversified
403. Health Occupations & Homemaking
404. Home Economics (Consumer)
405. Home Economics (Specialized)
406. Home Economics Related Occupations
407. Industrial Arts-Vocational
408. Business Office Education
409. Special Needs
410. Trades & Industrial Education
411. Other
412. Adult Vocational Teacher

Adult Education (Certified Position)
500. Adult Basic Education
501. Citizenship
502. English as a Second Language
503. General Education Development

Other (Certified Position)
600. Coach
601. Guidance Counselor
602. Librarian
603. Media Specialist
604. Psychologist
605. Psychometrics
606. Other

Classified Position
001. Accountant/Auditor
002. Audiologist
003. Audiometric
004. Elementary (Teacher) Aide
005. Secondary (Teacher) Aide
006. Special Education (Teacher) Aide
007. Librarian
008. Other
009. Attendance Officer
010. Bookkeeper
011. Bookstore Manager
012. Bus Driver
013. Business Manager
014. Buyer
015. Food Service Manager
016. Food Service Worker
017. Cashier
018. Clerical, Secretarial/PBX Operator

Classified Position
019. Community Services Representative/Resource Worker
020. School Crossing Guard
021. Data Processing
022. Dispatcher
023. Guard
024. Custodian/Maintenance
025. Maintenance Supervisor
026. Mechanic
027. Mechanic Supervisor
028. Media Specialist
029. Dental Hygienist
030. Nutritionist/Dietician
031. Occupational Therapist
032. Personnel Director
033. Physical Therapist
034. Printer
035. Research, Evaluators/Statistician
036. Social Worker
037. Supervisor
038. Transportation Director
039. Warehouse & Inventory Worker
040. Other
041. Vocational Education
042. Personnel Assistant
043. Technician
044. Director-Other
045. Nurse
046. Guidance Counselor
047. Speech/Language Therapist
048. Food Service Director
049. Data Processing Director
050. Administrative Assistant
051. Media Assistant
052. Manager/Other
053. Bus Aide

Education Codes	
CODES	Degrees
1	BA
2	BA + 3 hours
3	BA + 6 hours
4	BA + 9 hours
5	BA + 12 hours
6	BA + 15 hours
7	BA + 18 hours
8	BA + 21 hours

Education Codes	
CODES	Degrees
9	BA + 24 hours
10	BA + 27 hours
11	BA + 30 hours
12	BA + 33 hours
13	BA + 36 hours
14	BA + 39 hours
15	BA + 42 hours
16	BA + 45 hours
17	BA + 48 hours
18	BA + 51 hours
19	BA + Over 51 hours
20	MA
21	MA + 3 hours
22	MA + 6 hours
23	MA + 9 hours
24	MA + 12 hours
25	MA + 15 hours
26	MA + 18 hours
27	MA + 21 hours
28	MA + 24 hours
29	MA + 27 hours
30	MA + 30 hours
31	MA + 33 hours
32	MA + 36 hours
33	MA + 39 hours
34	MA + 42 hours
35	MA + 45 hours
36	MA + 48 hours
37	MA + 51 hours
38	MA + more than 51 hours
39	Education Specialist
40	Doctorate
41	Vocational Certificate
42	ROTC Certificate

The Transportation Route Report

The Transportation Route Report provides ADE with information regarding the number of routes, route miles traveled, and number of students transported. The district must report route miles actually traveled during the first 100 days in session and estimate the route miles for the 101st day through the last day of school.

The Transportation Route Report Rules and Definitions

1. A **route** is a predetermined course traveled to transport students from their residence to the school of attendance and from the school of attendance to their residence. "Dead head mileage" for the purpose of storage and maintenance, which is not a part of a regular daily route, shall not be included in route miles.
2. A **contracted route** is a route for which a district reimburses a private party, political subdivision, or a common or contract carrier to bring an eligible student from his/her residence to a school transportation pickup point or to the school facility of attendance and from the school transportation drop-off point or from the school facility to his residence (ARS 15-901. A.7.b). See special instructions for Elementary Districts not within a High School District.
3. **Daily route mileage** means the sum of:

The total number of miles driven daily by all vehicles of a school district, while transporting eligible students on scheduled routes, from their residence to the school of attendance and from the school of attendance to their residence on routes approved by the superintendent of public instruction.

The total number of miles driven daily on routes approved by the superintendent of public instruction for which a private party, a political subdivision or a common or a contract carrier is reimbursed for bringing an eligible student from the place of his residence to a school transportation scheduled return point or from the school facility to his residence. (The distance traveled on public transportation by eligible students who have been given bus tokens or passes may not be included as route mileage.)

4. **Eligible regular students** are those whose place of actual residence is within the district and:

For common school students, those whose place of residence is more than one mile from the school of attendance.

For high school students, whose place of residence is more than one and one-half miles from the school of attendance.

5. **Eligible students who require specialized transportation service** are defined as: handicapped students whose Individual Education Plan states that they require transportation to and from school regardless of the location of their residence within the school district.

6. Academic, vocational, technical education, athletic trip and summer school miles are:

Miles students are transported to and from their home school to other schools or facilities for athletic events, special academic, vocational and technical classes. Include miles traveled for field trips, which are part of the established curriculum.

Miles from vehicles that are used exclusively for extra curricular activities and athletic events should not be included in this report.

The Transportation Route Records Keeping

Schools should maintain transportation records which identify all routes they provide, how many miles are driven and the number of students they may transport. Concerning the routes, the miles covered should be noted, whether the route is for regular or special services and how many routes are run. The records should indicate if they are transporting eligible or ineligible students. Finally the providers should be classified as regular or contract. The records may be contained in logs or entered into a database.

Information about the students can be stored in the schools' student management systems or in logs. The student should be classified as eligible, special education or non-eligible and what route they usually take. Note that the students may be counted only once and if they use tokens or passes on the public bus system.

The Vehicle Inventory Report

At the end of June each year, school districts will receive their Vehicle Inventory Reports on-line through the Common Logon. Districts update the report by adding, changing, or returning vehicles purchased or removed from service. The only vehicles to be included in the Vehicle Inventory are those vehicles used to transport students to and from school.

The Vehicle Inventory Report is due to ADE School Finance Unit by July 15 each year. (ARS §15-922.B) Reports must have the District CTD number.

The school district must report each school vehicle operated by the district to transport students to and from their home to their school of attendance with the following information: vehicle number, license plate number, VIN number, body style, chassis, manufacturer, passenger capacity, type of fuel used, date of purchase, purchase price, and odometer reading at the end of each school year.

If the vehicle is leased, please make sure to check the box beside lease.

Vehicle Inventory Rules and Definitions

Odometer

Odometer reading as of the end of the current school year for each vehicle listed on the inventory. Do not use tenths of miles.

Removing a Vehicle Due to Sale or Decommission

Enter a Retirement date. Enter the ending odometer reading as of the date of sale or decommission.

Replacing Odometers; Changing From Odometers To Hubometers Or Tachographs During The Year

Enter the ending odometer reading of the odometer being replaced. Enter all appropriate information pertaining to the vehicle. This information should be entered with a new meter date, beginning reading of the new odometer, hub meter, or tachograph, and the ending odometer reading.

Adding a Vehicle to Inventory

Enter the appropriate information. In the meter date, enter the date the vehicle's service started. Enter the beginning odometer reading as of the date the vehicle went into service. Enter the ending odometer reading.

Vehicles used only for field trips, athletic events and other purposes are not reported on the vehicle inventory. The only vehicles reported should be those that transport students to and from school.

The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602)542-3186.